DOCUMENT RESUME

ED 029 338 CG 003 973

By-O'Dell, Frank L.

Where the Challenge Is Met: A Handbook for Guidance in Grades Seven, Eight, and Nine.

Ohio State Dept. of Education, Columbus. Div. of Guidance and Testing.

Pub Date Aug 68

Note-109p.

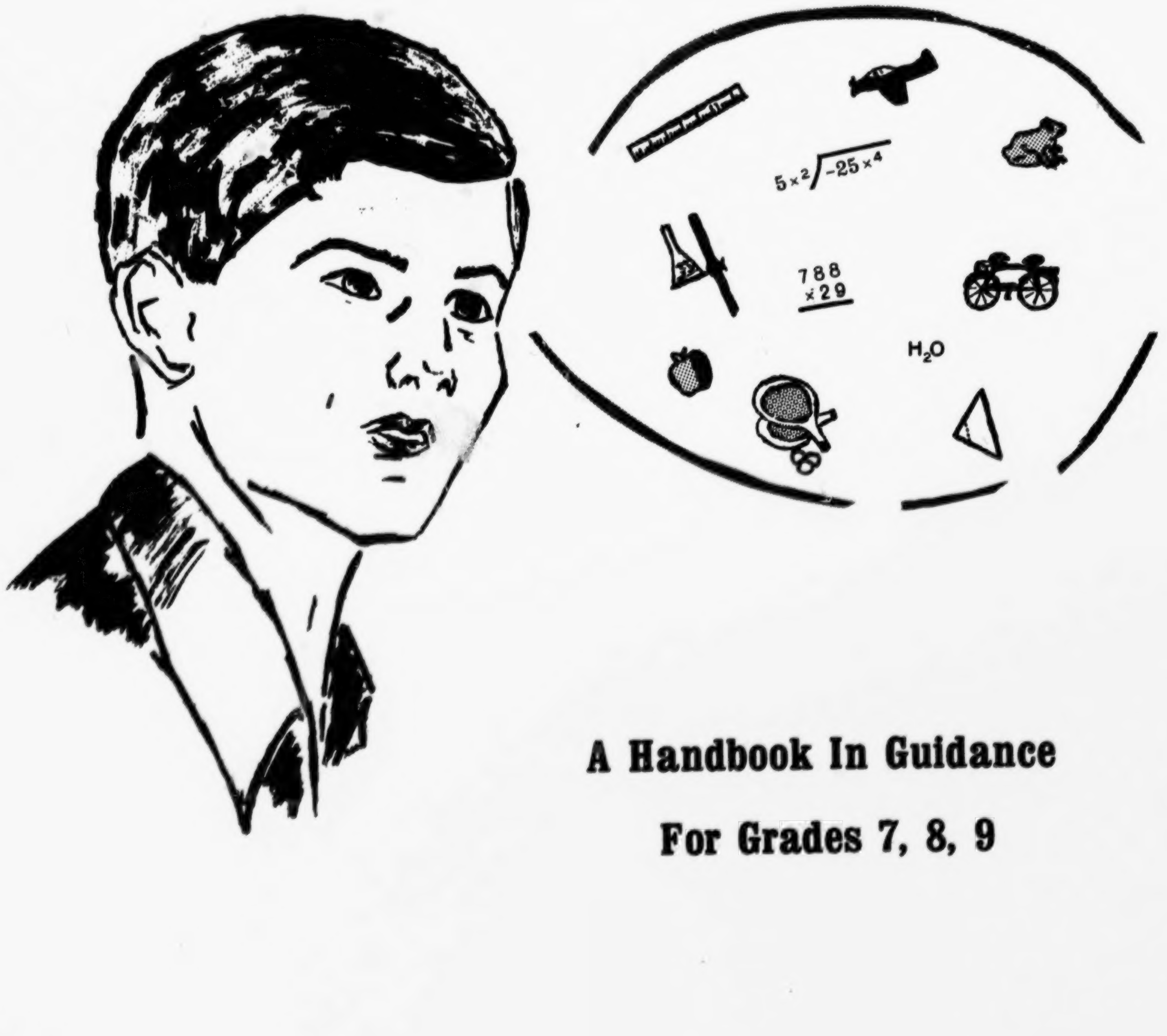
EDRS Price MF-$0.50 HC-$5.55

Descriptors-Counseling, Evaluation, Group Guidance, *Guidance Functions, *Guidance Programs, *Guidance Services, Guidelines, *Junior High Schools, *Middle Schools, Orientation, Testing

The purpose of this handbook is to outline the general aims and objectives of a junior high school, describe the major activities of its guidance program, and show, by examples, how activities can be practically integrated into the program. The introductory chapter includes the definition, need, and objectives of the guidance program, including the team approach used and the pupil-counselor ratio. The need, objectives, contents, and evaluation of orientation programs comprise Chapter Two. Chapter Three focuses on testing. The chapter on Information Services includes a discussion of various types and sources of information. Group guidance is discussed, followed by a chapter on counseling, which includes guidelines on the counseling process, timing, goals, and types. A brief chapter on evaluation is followed by a discussion and suggestions for working with students who have special problems. A junior high school guidance calendar is suggested. (KP)

ED029338

WHERE THE CHALLENGE IS MET


$5x^2\sqrt{-25x^4}$
788
×29
H_2O

A Handbook In Guidance
For Grades 7, 8, 9

CG 003 973

STATE BOARD OF EDUCATION
OHIO

WHERE THE CHALLENGE IS MET:

A HANDBOOK FOR GUIDANCE IN GRADES SEVEN, EIGHT, AND NINE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

By
Frank L. O'Dell

Martin Essex
State Superintendent of Public Instruction

Published By

Division of Guidance and Testing
State Department of Education
751 Northwest Boulevard
Columbus, Ohio 43212

August, 1968

FOREWORD

During the junior high school years, grades seven, eight, and nine, a child goes through an important period of transition and development. During this period the child is called upon to make important educational decisions that will affect his future educational and career opportunities. These decisions come at a time when the child does not have a sufficient degree of maturity or experience upon which to base a decision. Because of this, a well organized guidance program is essential in all junior high schools.

Where The Challenge Is Met is a follow up to a 1960 Division of Guidance and Testing publication, Guidance in Grades Seven, Eight, and Nine. This publication draws heavily on that publication and Chapter III, Testing in The Junior High School, is an updating of the testing chapter in the older publication. Where The Challenge Is Met, as was Guidance In Grades Seven, Eight, and Nine, is designed as a handbook for those working in the important field of junior high school guidance.

A major problem in discussing guidance in grades seven, eight, and nine is the wide range of organization patterns in the various school systems. A 1960 survey conducted by the U. S. Department of Health, Education, and Welfare found grades seven, eight, and nine as parts of eight year elementary - four year high school plans, six year elementary - six year high school plans, four year elementary - four year middle school - four year high school plans, six year elementary - three year junior high school - three year high school plans and other organizational patterns. Because the six-three-three plan is the most common in the State of Ohio, in this publication junior high school will refer to a building organized to house grades seven, eight, and nine. However the practices and philosophies stressed in this publication are appropriate for grades seven, eight, and nine regardless of the organizational pattern.

Several persons have read all or parts of this publication. Among them are: Walter Davidson, Past President of the Ohio School Counselors Association; Joseph Gruccio, Counselor, Akron Goodyear Junior High School; Charles Hayden, President-Elect, Ohio Association of Counselor Educators and Supervisors; Herman J. Peters, Professor of Education, Ohio State University; Shirley A. Rotterdam, Counselor, Maumee Junior High School; and M. A. Wogaman, President, Ohio Association of Personnel Administrators. Their suggestions are most appreciated and have been incorporated in the publication to the fullest extent possible.

Miss Sue Stillwagon, Ohio Testing Services, designed the cover and Mrs. Shirley Litteral, Guidance Services Section, developed the page layout and prepared the final copy.

John G. Odgers

John G. Odgers, Director
Division of Guidance and Testing
State Department of Education

TABLE OF CONTENTS

CHAPTER PAGE

I. INTRODUCTION.......... 1
  Definition of Guidance.......... 3
  The Need for Guidance.......... 4
  Objectives of the Junior High School Guidance Program.......... 8
  Developing the Junior High School Guidance Program.......... 9
    The Team Approach.......... 10
    Pupil-Counselor Ratio.......... 12

II. ORIENTATION.......... 15
  The Need for Orientation Programs.......... 15
  The Objectives of an Orientation Program.......... 17
  The Contents of an Orientation Program 18
    Pre-Entrance Orientation Activities.......... 18
    Post-Entrance Orientation.......... 20
    Handbooks.......... 21
    Obtaining Information on the New Students.......... 24
    Parent Orientation.......... 25
  Evaluation of the Orientation Program.......... 26

III. TESTING IN THE JUNIOR HIGH SCHOOL GUIDANCE PROGRAM.......... 27
  Test and the Unique Nature of Early Adolescence.......... 27
  Basic Elements of a Junior High School Testing Program.......... 31
  Special Uses of Tests in Junior High School.......... 34
  Evaluation of the Testing Program.......... 36

IV. THE INFORMATION SERVICE.......... 39
  Educational Opportunities.......... 39
  Career Information.......... 40
  Placement Information.......... 40
  Sources of Information.......... 40
  Personal-Social Information.......... 42
  Additional Informational Sources.......... 43
  Getting the Information to Students.......... 45
  Evaluation of the Information Service.......... 48

V. GROUP GUIDANCE IN THE JUNIOR HIGH SCHOOL.......... 51
  Introduction.......... 51
    What Does Group Guidance Contribute to the Guidance Program?.......... 51
    Terminology.......... 54
  Objectives of a Group Guidance Instruction Program.......... 55
  Organizational Patterns for Group Guidance.......... 56
  Parent Guidance In Groups.......... 58
  Summary.......... 58
  Evaluation of the Group Guidance Program.......... 59

CHAPTER PAGE

VI. COUNSELING 63
  The Counseling Process 64
  Time for Counseling 66
  Goals of Counseling 68
  Types of Counseling Sessions 68

VII. EVALUATION 71
  Summary 74

VIII. WORKING WITH STUDENTS WHO HAVE SPECIAL PROBLEMS 75
  The Chronic Attendance Problem 76
  The Non-Academically Inclined 78
  The Limited Sphere of Interest 81
  The Minor Discipline Problem 82
  Maturation Problem 84
  The Clique Oriented 86
  The Child With Poor Peer Relations 88
  The Non-Participant 90
  Unrealistic Self Typing 91
  The Child From The One Parent Family 93
  Cautions 94

IX. THE JUNIOR HIGH SCHOOL GUIDANCE CALENDAR 97

BIBLIOGRAPHY 105

CHAPTER I

INTRODUCTION

In the early part of the twentieth century two new movements developed in American Education. One was organized guidance and the other was the junior high school. Developing concurrently and in close association with each other these movements were based on the same philosophy of education. The early backers of the junior high movement used the term "the junior high school spirit." The "junior high school spirit" did not view guidance as a specific function. Articulation, exploration, and differentiation were functions that were to be found in all junior high school courses and programs and these naturally involved guidance. Guidance in the "junior high spirit" was to be of such a quality that it permeated the total school program. In fact many of the early advocates of the junior high movement viewed guidance of early adolescents as the primary goal of the junior high school. After almost seventy years of development these two movements are still closely linked and guidance is an integral part of the junior high school program.

It is the purpose of this paper to outline the general aims and objectives of a junior high school, describe the major activities of a junior high guidance program, and show how activities can be practically integrated into a junior high school program by citing examples.

In deciding what is to be a part of a school program, the goals of the school must be the basis for the decision. The goals of a junior high school program may be categorized into three areas:

(1) continued development, refinement, and strengthening of basic skills and knowledge and the teaching of how these

skills and this knowledge may be applied in the world of work

(2) adequate preparation of pupils for subsequent educational experiences and for critical educational and vocational decision making

(3) gradual transition from the educational environment of the elementary school to that of the senior high school.

Taking into consideration these three goals and that the nature of junior high age students is best described as changeable, guidance becomes a definite part of the total junior high school program which cannot be left to chance. Therefore, professionally trained guidance personnel are a necessity to adequately provide this service. At the same time each member of the teaching staff and the administrative staff must also accept responsibility for the guidance of students. Guidance to be effective in the junior high school must be based on a philosophy of action. If the employment of a guidance specialist causes the remainder of the staff to divorce themselves from their responsibility for the guidance of students, little or nothing is gained by the employment of the specialist.

Since the elementary school has the students for only six or seven years, there is not enough time to completely educate the child. The high school because of college entrance requirements and state graduation requirements does not offer much flexibility in its program. Therefore, the junior high receives a student that is not yet fully educated and passes him on into a program that offers little flexibility to meet individual needs. It therefore, becomes the challenge of the junior high to meet the developmental needs of early adolescence and to help these students mature to the point that they can make one of the principle decisions of their educational career by the eighth or ninth grade. That decision is the choice of a high school program. To make that decision wisely the student must have certain pertinent information:

(1) He must know some things about himself

(2) He must know what educational opportunities are available in high school

(3) He must have some knowledge of the world of work.

To deal with the problems of early adolescents, to educate, and to guide them to a level of self understanding whereby intelligent decisions can be made are the challenges of the junior high school. A well developed guidance program and a progressive academic program are necessary to meet these challenges.

Definition of Guidance. Stoops and Wahlquist define guidance as a continuous process of helping the individual develop the maximum of his capacity in the direction most beneficial to himself and to society.[1] This definition carries two rather distinct meanings:

1. A certain growth-development philosophy that tends to permeate the whole educational process.
2. A rather specific set of services and activities.

In this paper, guidance will usually be used in the second sense but the practices described should be thought of as an outgrowth of a guidance philosophy of education.

---

[1] E. Stoops and G. L. Wahlquist, Principles and Practices in Guidance, (New York: McGraw-Hill Book Company, Inc., 1958), p. 3.

The Need for Guidance. The junior high school guidance program is designed to meet the developmental needs of the junior high school age student. Every new junior high school teacher is amazed at the wide range of maturity among his students. Some junior high school students are preadolescents, others are adolescents, and still others are late adolescents. Each of these developmental stages brings new personal problems that the junior high school student must face as he tries to understand himself, relate to adults, be accepted by his peers, and find his place in society.

Walker, in discussing the need for guidance at the junior high school level, states that an organized guidance program is needed at this level because of the needs of the individual student, the needs of the school, and the needs of society. In describing the junior high school student and relating this description to the need for guidance he states:

1. They are relatively unstable and capricious; therefore need the stability and consistency of relationships with understanding adults as found in a counseling relationship.
2. They lack first-hand knowledge of the "real world"; therefore need experiences that will supply this knowledge both directly and vicariously.
3. They have lacked opportunity to test their capacities in a variety of demanding situations; therefore need opportunities to explore and try out their emerging potentials.
4. They tend to lack the security of self-confidence; therefore need successful experiences which will tend to build self-assurance into the developing personality.

5. They have developed many questions, even anxieties, about themselves and their place in the scheme of things; therefore need an array of relationships, both adult and peer, and experiences which will enhance their search for answers.
6. They find heterosexual relations very unsatisfactory because of maturational differences between girls and boys at these ages; therefore need sensitive adult guidance in thinking through the concerns and anxieties that develop from this condition.
7. They are characterized by rather hostile attitudes toward many restrictions which as children they accepted but as emerging adults they tend to resent; therefore they need opportunities to release or manage these hostilities in a non-punitive and understanding atmosphere.
8. They have as yet failed to develop a sense of identity, their need to accomplish this having been described, as an outstanding task of adolescence; therefore they need a wide variety of experiences which will help them become aware of who they are, how they relate to others, and how their peers perceive them.[2]

---

[2] R. Walker Ed., Guidance In Grades Seven, Eight, and Nine: A Report of a Study Work Conference Conducted at Kent State University, (Columbus: The Division of Guidance and Testing, Ohio State Department of Education, 1960), p. 4.

Walker also cites the needs of the junior high school which make an organized guidance program necessary:

1. There is a need to have pupils understand the value of what they are studying and its relation to their own purposes. The question "Why should I study this?" deserves a satisfying discussion. Insights can be developed, at least in part, through the counseling processes.
2. There is a need to meet the problems posed by misbehaving, apathetic, resistant, and reluctant pupils. The counselor can contribute by assisting in diagnosis and remediation.
3. There is a need to have pupils placed in classes reasonably appropriate to their capacities and interests. The guidance program can help group pupils more effeciently by providing facts gathered with the help of the best available techniques, and especially by group guidance activities resulting in course selection.
4. There is a need to have pupils come to acceptable terms with the social expectations of the school -- its rules, policies, and mores. Guidance procedures can help accomplish this end through making policies meaningful.
5. There is a need to identify and assist all types of pupils needing special help of many kinds -- the academically talented, the slow learner, the crippled child, the hard of hearing, the emotionally disorganized pupil, and others who form their own minority group. In giving special help, guidance

functions are primary.

6. There is a need for appraisal of the outcomes of education to assure that the end product is what is desired. Again, guidance techniques of testing and summarizing of test results can help provide answers.

7. There is a need for the whole school staff to understand better the individual differences among all pupils so a more effective job can be done with them. The guidance program can be instrumental in identifying and describing these differences.[3]

In innumerating the needs of society which produce a need for guidance at the junior high school level, Walker states:

1. The pupil of this age either is or will soon become a member of various groups. Among these are his family, his peer groups, his occupational groups, and his political and social groups. Society depends on his making adequate adjustments in these many groups. His responses in the various groups will differ as will his contributions to them. The guidance program should assist in providing opportunities for group experiences of many kinds that will promote the ability to make mature group adjustments.

2. If the economy is to be kept operating at a highly efficient level, there is need for a constant flow into employment of young people prepared to make a worthwhile contribution in their vocation. They must possess certain attitudes and basic

---

[3] _Ibid_. p. 3.

skills to enable them to so contribute. The guidance program offers numerous services and facilities that will enhance the pupil's eventual vocational adjustment.

3. There is a need for pupils to develop attitudes of social responsibility which are part of the active, contributing citizenship a democratic society expects from its mature members. Many aspects of the full-functioning program will help meet this social need.
4. A need exists for each individual to come in his own way to some kind of terms with his society which are acceptable to both. This fact underlies the need for a counseling program distinct from those more usual aspects of a school personnel program which are more concerned with the administration of social policy.[4]

In summary, an organized guidance program is needed at the junior high school level in order to meet the developmental needs of junior high students but in doing this the guidance program also aids the school and society.

Objectives of the Junior High School Guidance Program. In developing the junior high school guidance program every school must develop its own objectives. These objectives will vary somewhat because schools vary in location and the type of socioeconomic area they serve. For example, Van Til has pointed out research which indicates a high level of difference in the sophistication of adolescents in rural schools and adolescents in middle class suburban areas.[5] Therefore all schools cannot adopt the same objectives. It does seem however that all schools can develop their objectives around four broad areas:

---

[4] Ibid. p. 5.

1. Assisting pupils in making intelligent decisions regarding educational and vocational opportunities in the present and in preparing to make them in the future.
2. Helping students to develop self understanding,make satisfactory mental, emotional and social adjustments.
3. Stimulating and preparing students to participate as effectively as possible in learning activities so that they may reach the maximum development of their innate powers and qualities.
4. Assisting teachers in their understandings of students' abilities, behaviors, and problems.

DEVELOPING THE JUNIOR HIGH SCHOOL GUIDANCE PROGRAM

It takes a well rounded guidance program to meet the varied needs of junior high school youths. It is impossible to make rigid divisions between the various phases of the guidance program because much of the work overlaps. For example it is difficult to say where educational guidance ends and vocational guidance begins. But for purposes of clarity the guidance program will be divided into six areas:

---

[5] W. Van Til, "Modern Education for The Changing Junior High School Years," Report of the 4th Annual All Ohio Junior High Guidance Conference, (May 1966), p. 33.

1. Orientation
2. Testing
3. Information
4. Group Guidance
5. Counseling
6. Evaluation

A chapter of this publication will be devoted to each of these areas. In addition one chapter will be devoted to special problems in the junior high school. The remainder of this chapter will be devoted to concerns that the junior high school counselor must take into consideration in developing a well rounded program.

The Team Approach. If guidance is to be effective in the junior high school it must permeate the total school program. Its success will depend on the full cooperation of all members on the school staff. A counselor can not organize a good program without the cooperation and assistance of teachers, administrators and other school personnel. Each member must feel he is part of the team and that he has a function in the program. A three step method of assigning guidance duties seems appropriate:

1. establish the objectives of the guidance program
2. determine what activities will meet those objectives
3. assign those activities to the personnel who can most effectively and efficiently conduct them.

Involving the other staff members in the guidance program is not an easy task for the counselor in many cases. Administrators and teachers do not always agree that they have a function in guidance. One research project showed that parents are more concerned with the development of vocational consciousness and an understanding of the world of work in their children of junior high school age than are junior high school teachers.[6] A carefully planned and implemented on-going inservice program for teachers on guidance is one way to develop the teachers' awareness of guidance. Programs should be provided throughout the year dealing with a variety of topics which are important to the total guidance program. The following areas might be considered in planning an inservice program:

1. Overview of the Guidance Program
2. Staff Relationships Within the Guidance Program
3. Orientation to the school's record system
4. Testing Program
5. Pupil Personnel Services
6. Community Agencies
7. Parent Relationships
8. Guidance Activities in the Classroom
9. Grading
10. Grade Level Guidance Units.[7]

Another way to increase the staff's awareness of guidance is by establishing a guidance committee. The role of a guidance committee is advisory in nature. Its over-all purpose is to assist in planning, executing, evaluating, improving, and extending guidance services. Its make up will vary from school to school because of differences in school size, philosophy, and organization. However the committee should be large enough to be representative of the school staff but not so large that its meetings are unmanageable. It is wise to have a representative from each of the curriculum areas with both academic and special activities areas represented.

---

[6] E. A. Campanale, "An Appraisal of Elementary-Junior High School Articulation in the Bloomington, Indiana Schools," The Bulletin of The National Association of Secondary-School Principals, (February 1962), p. 422.

[7] M. Harris et. al., The Junior High School Guidance Handbook, (Corvallis School District 509J Corvallis, Oregon June 1967) (Mimeographed)

If the school is not organized into curriculum areas utilize representatives from the seventh, eighth and ninth grades. A principal or assistant principal should be on the guidance committee so that the school's administration is represented and there should be a committee member to represent the pupil personnel staff other than counselors. All of the school's counselors should be members and one of them should chair the committee. The committee should meet on a regular basis and minutes of the meetings made available to all staff members. The establishment of the guidance committee makes the total staff a part of the guidance program. They are, therefore, aware of its objectives and more willing to support it.

Pupil-Counselor Ratio. Playing the numbers game is a part of every guidance publication. Everyone has a magic number which if inacted as the pupil-counselor ratio will answer not only all of the guidance problems of junior high school students but also all of the problems of the world. The new State of Ohio Minimum Standards require that all junior high schools have a pupil-counselor ratio of 400-1 by the 1970-1971 school year. Conant recommends between 250 to 300-1.[8] Others have recommended 50-1 or lower. The answer is no one really knows what is the ideal pupil-counselor ratio. Undoubtedly the lower the pupil-counselor ratio the more service the counselor can offer to each student. The goals of the guidance program, the responsibilities of the counselor, and the type of student population the counselor is working with are factors that should be taken into consideration in establishing a pupil-counselor ratio. Every counselor and guidance administrator should strive to establish a pupil-counselor ratio that will insure that the objectives of their guidance programs can be reached.

---

[8] James B. Conant, "The Junior High School Years," Saturday Review, (October 15, 1960), p. 81.

A high pupil-counselor ratio is not an excuse for inactivity. The counselor must provide the maximum amount of service to students under whatever conditions he works. The stage of development of the guidance program and the number of counselors will definitely affect the program. The counselor must establish priorities for activities and engage in those which will most effectively and efficiently help the students assigned to him reach their maximum potential development.

CHAPTER II

ORIENTATION

The idea of orientation is neither new nor restricted to educational institutions. The armed forces and industry make great use of it even though they are the first to say that students are led around in schools as though they were babies. A review of the literature on orientation indicates that the idea of orientation started in the latter 1800's in colleges. The development of personnel work during World War I gave added emphasis to the idea of orientation and it soon became a part of most colleges' curriculum. After World War I many high schools which were then operating on the 8-4 plan started a program for their ninth graders. Many of the original founders of the junior high school viewed its purpose as orientation between the elementary and the senior high school and as the number of junior high schools increased the emphasis on orientation increased.

THE NEED FOR ORIENTATION PROGRAMS

Junior high schools vary greatly in the type of curriculum which they offer and the type of students they serve. Because of this variation the amount and the type of orientation needed will vary from school to school. There are, however, some things which are characteristic of all adolescents entering junior high school and all junior high schools which make some type of orientation program mandatory.

Paul Schwartz points out that next to his first day in school the biggest event in the average child's school life is the jump to junior high school.[9] This jump occurs at a time when other problems in the change from childhood to adulthood are paramount in the child's mind.[10] The danger always exists that the mental health of the youngster may be affected by this abrupt change in school environment.[11] In addition, many weeks of valuable teaching time may be lost because the junior high school teacher finds it necessary to re-establish an atmosphere of security for learning.

---

[9] Paul Schwartz, "Articulation Between the Elementary and the Junior High School," National Association of Secondary School Principals Bulletin, (September 1956), p. 31.

The number of changes that the junior high school presents is overwhelming to the neophyte junior high school student. In most cases, when he was in grade school he lived close enough to school to walk. With a few exceptions of brief duration when he was in one of the special classes he had the same teacher all day. He probably knew every pupil in his grade. Now in junior high school he finds himself in a school so large that there are as many pupils in one grade as there were in his entire elementary school. He knows very few of them and besides he has the face of a new teacher to remember every fifty minutes. He may now need to ride the bus to and from school. He finds himself faced with new rules, new courses, new homework. He has to change clothes and shower in gym class. He eats in a cafeteria and studies in a study hall with one hundred or more students. All of this to the erstwhile, sheltered elementary pupil can be overwhelming and this makes some type of orientation program an absolute necessity in junior high schools.

---

[10] Mauritz Johnson, William E. Busacker, and Fred Q. Bowman, Junior High School Guidance (New York: Harper and Brothers, 1961), p. 44.

[11] Ivan W. Fitzwater, "The Jump From Sixth to Seventh," National Education Association Journal, (December 1959), p. 36.

OBJECTIVES OF AN ORIENTATION PROGRAM

It was noted before that each school has different needs. Since each school has different needs the objectives of the orientation program of different schools must also vary. Four questions should be asked in determining the objectives of an orientation program:

1. What information should be given at this time?
2. Who should be given the information?
3. Who should give the information?
4. How shall the information be given?[12]

The objectives of an orientation program are usually divided into two types, general and specific. The general objectives usually involve the development of intangible goals such as attitudes and adjustments, while the specific goals involve definite information such as what to do if you are absent or how to obtain a locker.

In general, three things are included in the objectives of most orientation programs: (1) school adjustment, (2) social adjustment, and (3) personal adjustment.

A more detailed list of objectives was established by Margaret Bennett:

1. To help newcomers become acquainted with the new institution, its history and its traditions, its purposes, its physical plant and facilities, its faculty, its student body, its rules and regulations, its curricular and extracurricular activities, and the special services it can offer.

---

[12] Johnson, _et_, _al_., _op_. _cit_., p. 48.

2. To guide the newcomer in a reconsideration of his goals and purposes in relation to increased self-knowledge and in the perspective of new opportunities.
3. To improve his skills in making a desirable adjustment within the new environment and in utilizing his various new opportunities and thus contribute to his increased self direction.
4. To aid the new student in the interpretation and integration of his varied experiences in a wider social environment in order to help him to broaden and deepen his perspective on life and to plan intelligently for the future.
5. To provide opportunities for the faculty and student body to become acquainted with the newcomers.[13]

CONTENTS OF AN ORIENTATION PROGRAM

Various authors suggest numerous ideas to be included in an orientation program. All of these would be integral parts of the total program, but for convenience they will be divided here into six areas; Pre-Entrance Orientation Activities, Post Entrance Orientation Activities, Handbooks, Obtaining Information on the Incoming Students, Orientation Courses, Parent Orientation, and Evaluation.

Pre-Entrance Orientation Activities. The majority of junior high schools in the United States use a visit to the junior high school as the biggest part of their pre-entrance activities. Some schools do this on a half day basis but many have a full day visit. Most schools try to do this during the regular school day but where space and time are a problem the visit is sometimes made after school recesses for the summer or in the evening. In these visits the sixth graders may be divided into homeroom groups and then go through a make believe day in junior high school. The students are usually accompanied by one of the more mature seventh graders and a teacher. This tour enables the sixth grader to encounter many of the problems he will face his first day of school but with the security of the experienced seventh grader and a teacher.

---

[13] M. E. Bennett, Guidance in Groups, (New York: McGraw-Hill Book Company, 1955), p. 134.

In addition to helping him experience the situation he will soon enter, the pre-entrance activities should also provide the sixth grader with the information he needs to have about the junior high school. The most commonly used method of imparting the information to the students is by some form of oral presentation. The presentation may be given by the junior high school principal, the counselor, a seventh grade teacher or a member of the junior high school student body. The principle advantages of oral presentations are the warmth and reassurance they may convey and that they can include time for spontaneous questions that may arise. Other ideas that may be incorporated into the pre-entrance activities include:

1. A slide presentation showing the situations in which the student will soon find himself
2. An assembly program presented by the junior high school students depicting junior high school life
3. A big brother or big sister system (consist of assigning an older established student as a guide or advisor to each sixth grader)
4. A talent show by the seventh grade students

5. A group discussion, either at the junior high or at the elementary school, between a few seventh grade students, the junior high school counselor, and a few sixth grade students.

Post-Entrance Orientation. Most authorities believe that if orientation is to be successful it must be a continuous process. That is, it can't stop after the first mass activity. Often the new arrival in the junior high school is greeted enthusiastically in his pre-entrance orientation, given a great deal of attention the first few days and then forgotten. The orientation program can be successful only if it is on-going. Therefore, orientation activities must continue throughout the year.

What happens the first day of the new school year is especially important. Various arrangements are possible but it has been found helpful to arrange schedules in such a way that this day is available exclusively for the seventh graders. This provides an opportunity for the homeroom teacher to meet his group, conduct them on a tour around the building, and take care of the administrative details that must be completed. It also gives the new seventh grader one more chance to ask questions and familiarize himself with the junior high program. Cottingham and Hopke suggest that this time be used in get-acquainted sessions for groups of seventh graders or, if size of the class and amount of time permit, that the counselor interview each student.[14] Probably in most junior high schools the number of students would prohibit this, but probably not all students need an individual interview.

Numerous ideas have been suggested to make orientation a continuous process. Among them are:

---

[14] Harold F. Cottingham and William E. Hopke, Guidance in the Junior High School (Bloomington, Illinois: McKnight and McKnight, 1961), p. 59.

1. Homeroom programs
2. Group guidance classes
3. An orientation unit worked into one of the regular classes
4. A "Coke Caucus" (informal meeting of the counselor with a small group of students once a week)
5. A column in the school newspaper called "Do You Know"

Handbooks. Handbooks vary greatly in their size, elegance, and quality. Some schools use the first issue of their school paper as a handbook for the new students. Standardization is not a necessity nor is it necessarily desirable, since the book should meet the needs of the individual school. Some principles of construction have been suggested:

1. The handbook should be attractive. It need not be printed, but should be well designed and constructed.
2. Accuracy is very important and so the handbook should be revised periodically to keep it up to date.
3. The book should be complete but brief. Although basically a reference book, junior high pupils are not inclined to keep books for reference. They are more likely to read and study it when they first receive it and if it is voluminous many will likely be discouraged.
4. Information rather than exhortation should be stressed. Sermons and lengthy lists of rules for attaining perfection are of little value in this type of publication.[15]

---

[15] Johnson et. al., op. cit., p. 50.

The handbook is used in various ways as a portion of the orientation program or as a substitute. In some schools, because of a lack of facilities and/or time the presenting of a handbook to each student constitutes the entire orientation program. This is probably better than no program at all, but the book is probably best used as a portion of the orientation program.

The main advantage in having a handbook is that it gives the student and the parent a reference source. The junior high school student anxiously attends the orientation program, but his retention of the material may be short and the handbook can serve as a good refresher. He also has a tendency to confuse facts and when his parents, who are also anxious about his entrance into junior high school, question him it is wise that he have a reference book that they can use to clarify his statements.

What will be included in the handbook is an important consideration and many authors have given suggestions. One of the most complete lists found in this review was developed by Martha Edwards. She suggests the following twenty items be included:

1. A brief introduction, then instructions for uniformity of paper headings suitable to all departments.
2. Instructions for note taking and writing down assignments.
3. Suggestions for study.
4. Study attitudes should be clearly outlined.
5. The topic of daydreaming should be discussed.
6. Development of self-reliance should be encouraged.
7. Excellence in school should be made desirable. The "get by" attitude should be discouraged.

8. Instructions for self-correction of work (proofreading, spelling, penmanship, neatness, sentence structure, use of a dictionary).
9. Originality should be encouraged.
10. Helpful suggestions regarding writing efficiently should be included.
11. Proper use of time in study halls and classes.
12. Suggestions for proper home study.
13. The problem of fatigue and getting proper rest should be discussed.
14. How to get the most out of test reviews.
15. Procrastination and absenteeism should be dealth with and emphasis put on the fact that it is the student's responsibility to see about make-up work.
16. Advice about cramming.
17. Recommendations for class conduct (asking pertinent questions, when to ask for an after-school conference, etc.).
18. Rules on the school routine.
19. Advice for failing students.
20. Some information concerning school records.[16]

Miss Edwards' list is quite lengthy and she does not recommend that it be adopted in toto, but simply used as a guide by those constructing handbooks. Some other suggestions for inclusion in a handbook include:

---

[16] Martha Edwards, "Guiding the Junior High School Student," School and Community, (May 1959), p. 13.

1. Map of the school
2. Customs of the school
3. Club activities
4. Cafeteria procedures.

Obtaining Information on the New Students. A basic part of the orientation program is obtaining and preparing information about the incoming students. Such information as the students' abilities, needs, interests, and school problems should be available to new teachers and advisors before the start of school. If this information is available the staff members can be more effective in helping students adjust to the new situation. If the particular school system features a pupil personnel folder that follows the student throughout his school career this will provide much routine information that will be of value. But all too often these records are incomplete and some other method of discovering information concerning the student must be found.

Two successful methods of obtaining information on the incoming students are:

1. Have the sixth grade teacher write a short description of each pupil
2. Arrange a visitation between the elementary teacher and the junior high school teachers so they may exchange ideas.

In order to prevent the exchange of biased or irrelevant information during the teachers' exchange of information,the counselor should meet with both the sixth-and-seventh grade teachers and discuss the types of information to be exchanged. Where conditions make it impractical for teachers to exchange information, some counselors have found it helpful to prepare a small information handbook on the students assigned to them and distribute this to the teachers. Others, in order to call them to the attention of the teachers, mark the records of those students who they feel have special needs in some special way. Since many counselors do this by paper clipping a piece of colored paper to the records this process is often called "flagging".

Parent Orientation. Many parents are as worried about their child starting junior high school as are the children themselves. In fact, in many cases they are probably more anxious than their children. At lease one mother has taken the time to write about her worries. She explains that she was worried about several things when her children started junior high school. Among her apprehensions she lists such things as the amount of attention her children would receive in a larger school, the maturity level of her children as compared to other children she had viewed, the type of clothing they should wear, some stories she had heard concerning smaller children being picked on by the larger ones, and many others.[17] Her worries are probably typical of many parents. Since most parents do worry, many schools now include some type of orientation activity for parents.

There are numerous ways of informing parents about junior high school. Some examples are:

1. Parents' Orientation Nights
2. Articles in the local newspaper
3. A letter containing information on the junior high school
4. Small group parent conferences.

---

[17] Jackie Kormoroff, "A Parent Looks At Schools," Grade Teacher, (May 1955), p. 90.

EVALUATION OF THE ORIENTATION PROGRAM

Almost all orientation programs include evaluation as part of their orientation program. In some cases the students are given an opportunity to evaluate the program, in others the teachers or administrators do the evaluating. Peters and Farwell suggest that teachers keep a list of recurring problems so that these may be added to the next program.[18]

If an orientation program is to continue to be effective year after year it will have to change as the orientation needs of the children change. Through some form of evaluation a school can determine if its orientation program is meeting the changing needs of the students.

---

[18] H. J. Peters and G. F. Farwell, "Orientation, the Land of Ohs and Ahs!!," School Activities, (September 1954), p. 336.

CHAPTER III

TESTING IN THE JUNIOR HIGH SCHOOL GUIDANCE PROGRAM

Tests and testing represent one of the most widely and thoroughly treated areas in guidance literature. Exhaustive information can be found in guidance texts, texts on measurement, and the many measurement yearbooks. Because such thorough coverage does exist elsewhere, no attempt will be made here to treat the entire area of tests and measurements. The major effort in this chapter will be to discuss some aspects of testing unique to junior high school.

Tests and the Unique Nature of Early-Adolescence

Pupils of the junior high age exhibit certain personal characteristics because of their level of development. This fact makes necessary some special considerations when planning the testing program. Some of the more important of these considerations follow:

I. The early adolescent has an active and naive curiosity.

The inhibitions that block the more mature pupil from vigorous pursuit of his curiosities do not affect the early adolescent. He reacts with enthusiasm to the novel and the unexpected. More than at other ages, tests and test results can open new vistas, provide new ideas, and be motivational and stimulating.

The testing program at the junior high level should be planned to capitalize on this characteristic. The most important guidance use of tests at the junior high school level is that of stimulating thinking so that the early adolescent will explore ideas and concepts which are new to him.

II. The early adolescent is in a critical stage in the development of his self concept. He is beginning to explore more widely and deeply and to test his understanding of himself against peer concepts and adult expectancies. Because of this and because many junior high school students expect test results to answer all of their questions, test results contribute significantly to the development of the young adolescent's self concept. This contribution may be positive and constructive or negative and destructive. Care must be taken to avoid the latter. This does not suggest misleading or dishonest interpretation of low scores but it does suggest that test findings that might contribute to negative self concepts be interpreted with utmost care and sensitivity. All scores should be interpreted in a manner that will contribute to realistic self-understanding but not to negative feelings about one's self. Because of this the testing program should be in the hands of a skillful counselor who has ample time for individual counseling.

III. The early adolescent is often subject to intense emotionality. The results of testing can be a matter of deep concern to an early adolescent because they tend to be intensely emotional. A low score may lend itself to feelings of inadequacy or to real or suspected peer rejections. The student, who has perceived himself as average or below average, who receives a high test score may need special attention as he tries to process this new information about himself. Because junior high school age students tend to be emotional their reactions to tests and test scores may not always be completely rational. Such irrational reactions can't be ignored. They must be delicately handled through group guidance, individual counseling, or both.

IV. The early adolescent is notably changeable. He may exhibit wide variations in mood, in interests, and in energy levels and these variations affect his behavior. His test results are also affected by these variations. Some tests, such as ability and achievement, are not affected greatly by them while others such as interest, personality, and sociometric scales are greatly affected.

This characteristic of change indicates the need for careful and guarded interpretation of test scores. It suggests also that a score of a single test taken during this period must be recognized as possibly very unreliable.

V. The early adolescent's relations with his parents are ambivalent. He is trying to break parental ties and yet lacks the maturity for independence. He wants to make his own decisions yet wants the security of parental support. Furthermore, he lacks insight and judgment for independent decision making, even where he is allowed to try. This suggests the need for parental involvement in test interpretation but not in a manner that will arouse resentment in the pupil. Sensitive pupil and parent counseling is needed, which will help both develop sound insights without doing violence to a frequently precarious parent-child relationship.

VI. At no other point in the school years is the range and nature of individual differences likely to be as extreme as in the junior high years. This fact suggests that a wide variety of test types, levels, and forms may be necessary to measure adequately all the pupils in this wide range.

VII. Because of the uneven nature of development at this age, there are often wide ranges of maturities to be found within the individual pupil. The phenomenon of uneven development is more pronounced at the junior high school level than at any other level. This suggests that no single measuring device can adequately describe the early adolescent personal or mental structure. If thorough assessment is to be accomplished, many procedures, both test and non-test must be employed. If practical considerations limit the testing that can be accomplished, care must be taken that inferences about the nature of the early adolescent do not exceed the data.

VIII. The early adolescent mental structure differs significantly from that of the mature individual in qualitative as well as quantitative ways. To most early adolescents long-range time concepts are not meaningful so tests generally should be interpreted in terms of the present and the immediate future. A few junior high school age students may be mature enough to see the future implications of their test scores and their test scores should be projected into the future. But even with these more mature junior high school age students the present and the immediate future implications of test scores are the most meaningful.

The early adolescent has difficulty in handling abstractions and his understanding of numerical concepts may be limited. He may not understand such concepts as "average" or he may find symbolisms such as "grade placement", "percentile" or "I.Q." difficult to comprehend. Since the pupil must comprehend these concepts in order to understand his test scores, time must be taken to teach these concepts. This is a worthwhile activity for a group guidance class.

Profiles and charts help early adolescents to understand their test scores and many junior high school counselors are finding that their students more readily understand their test results if they are expressed in stanines.

BASIC ELEMENTS OF A JUNIOR HIGH SCHOOL TESTING PROGRAM

The following are recommended as essential to an adequate junior high school testing program:

I. The entire program should be under direct supervision of a capable and adequately trained individual; usually one who is certificated by the State Department of Education as a guidance counselor or school psychologist.

II. Actual school tests administration should be accomplished either by the trained person or an interested teacher also trained in the administration of tests.

III. Good testing practice, especially with this age group, calls for adequate orientation of pupils to tests before they are given. Such orientation should include an explanation of what tests are, what they can do, what their limitations are, and how they can best be taken. Care should be taken to reduce fear, apprehension, or overexpectancy. Group guidance classes provide an excellent place in which to accomplish this pretesting orientation.

IV. Use should be made of a well balanced series of tests selected and employed in a manner consistent with what is known about the unique nature of early adolescence.

V. Adequate group and individual counseling time should be arranged for test interpretation with special attention to:

   A. Supportive counseling for children with low test scores

   B. Selective counseling for gifted children

   C. Use of test results to assure increased self-understanding by pupils and to promote exploration

   D. Individual and group interpretation of test results for parents

   E. Helping students understand the purpose of test interpretation so that it doesn't become a meaningless mechanical process.

VI. Machine scoring techniques should be used, as well as other strategies that remove clerical effort from professional hands.

VII. There should be a carefully thought through plan for the use of test results. Too many testing programs end as soon as the tests are scored. There is no value in just giving tests. The only value in having a testing program is in using the test results. Several examples on how the junior high school counselor may use test results have already been given. In addition to the use he makes of test results the counselor should also take a leadership role in seeing that test results are used by the administrative and instructional personnel of the school. This entails at least three processes:

    A. An in-service training program for administrative and instructional personnel in understanding test results and their use

    B. Working with individual teachers as they change their method of instruction or the content of their course to correct an instructional weakness which was found in an analysis of test results

    C. Working with the administrative staff to make curriculum adjustments which will correct instructional weaknesses which were found in an analysis of test results.

VIII. Tests are best selected by a committee of staff personnel from the same instructional level as the grades being tested. A testing specialist should serve either as consultant to or chairman of the committee. If he serves as consultant, he should hold the right of veto over the selection of any test known by him to be technically unsatisfactory. Probably his major contribution to a test selection committee is helping the committee work through the needed steps for developing a testing program.

SPECIAL USES OF TESTS IN JUNIOR HIGH SCHOOLS

I. Achievement tests, especially reading, arithmetic, and language arts, can be used very effectively as "entry" tests in the grade in which the pupil first moves to the junior high school. Results have valuable application to instructional planning as well as helping the pupil understand his academic strengths and weaknesses.

II. The eighth grade is generally accepted as the lowest one in which multi-factor tests give differential results of much significance. Use of this type of test can be effectively introduced at this point. Some results are notably valuable in course selection programs. Locally developed norms have frequently proved very useful in application of multi-factor batteries.

III. While school ability itself remains fairly constant, changes in functioning are sometimes noted in the early adolescent years. Skillful evaluation at this point may detect such changes and contribute to greater pupil and teacher understanding. Academic ability testing in the 8th grade also offers great value in the pre-ninth grade course selection program.

IV. During the junior high school years study methods and values become increasingly important. Use of study skills tests as part of a group guidance program or in a regular class may motivate pupils to self analysis and help teachers work with them in improving these skills.

V. Certain tests have been validated against success in specific high school courses. They are commonly called aptitude tests, i.e. "algebra aptitude." They find some use in junior high school course selection programs. Their predictive power is generally less than that of the pupil's grades in a parallel, preceding course and general achievement tests often prove to be better predictors of success or failure in a course than subject aptitude test. However, when used with grades and general achievement test results, aptitude tests can be of value in course selection since they provide an additional source of data upon which to base a decision.

VI. In school systems in which trade, technical, or vocational school attendance may be elected it is recommended that the junior high school counselors be trained in the use of the General Aptitude Test Battery. This test is especially good in helping students understand their chances of success or failure in vocational and technical education courses.

VII. Using interest inventories is an excellent way to motivate junior high school students to explore new ideas. Because of their naive curiosity junior high school students are very enthusiastic about taking an interest inventory and if the results of the interest inventory are interpreted as areas to explore, they can motivate the junior high school student to explore career and educational opportunities and to better understand himself. Care must be taken to interpret the results of interest inventories in such a way that students will not confuse interest and ability.

VIII. In the two or three year junior high school, an "exit test" may help staff evaluate the outcomes of instruction and determine the effectiveness of the academic program. Typically, such a test would be a different form of the "entrance" achievement tests so that results could be directly compared. Testing to evaluate programs would probably not be done on an every-year basis.

EVALUATION OF THE TESTING PROGRAM

As with any other part of the guidance program, the quality of the testing program should be evaluated from time to time. Perhaps it is somewhat more important to evaluate testing because it is rather easy for this aspect of the total program to become distorted and overpower the many other, equally important elements of a fully functioning program. Testing programs may be exhaustively and formally evaluated. Suggestions for accomplishing such evaluations are found in the literature.[19] Listed below, however, are several rather easily observable items which can be considered indicative of a good testing program:

I. It is in the hands of trained persons?

II. There is ample and concrete evidence that results are being put to direct use in counseling, in instruction, in group guidance, and in administrative decision making.

III. Achievement and ability testing at the junior high school level should be an integral part of a school system testing program that covers grades kindergarten through twelve.

IV. The amount of testing is adequate to the needs of pupils but the testing effort does not usurp energy that should be directed to other, equally important parts of the program. The testing schedule should be arranged to fit into the classroom routine with as little interference as possible.

V. Tests are not employed for mechanical manipulation of pupils or staff.

VI. There is ample provision for both group and individual follow-up and interpretation of scores.

VII. Tests are not used for improper comparisons of individuals, classes, or schools. Test results are not employed for checking teaching efficiency or rating personnel.

---

[19] G. E. Hill, Management and Improvement of Guidance (New York: Appleton-Century-Crofts, 1965), p. 486.

CHAPTER IV

THE INFORMATION SERVICE

In Chapter I the objectives of guidance were simplified into three broad areas. Basically these entail the students making intelligent decisions regarding educational and vocational opportunities, becoming well adjusted, and making the most of their educational opportunities. Since students need information to reach any of these objectives, guidance is, to a great extent, an information giving service.

Johnson, Busacker, and Bowman list three types of information that are needed by junior high school students; educational opportunities information, career information, and placement information.[20]

EDUCATIONAL OPPORTUNITIES

The first type of educational information that students need concerns the junior high school program itself. Most junior high school curricula are broad enough that the students have some choice in their program. Secondly, the junior high students need information about the opportunities that the high school offers. The curriculum offerings are continually expanding and students need to know the types of courses that are offered. This is especially true in the area of vocational education. The third kind of educational information that the junior high school student needs relates to post high school opportunities. This seems very remote from the junior high school years but it is during this period that the student must decide on his high school courses and often those courses will determine the post high school educational opportunities that will be available to him. The junior high school student also needs information on study techniques, which will help him to participate more effectively in the educational opportunities available to him.

---

[20] Johnson et. al., op. cit.

CAREER INFORMATION

As stated earlier, it is during junior high school that the student must choose his high school courses and those high school courses in addition to determining the educational opportunities available to him also to some extent determine the careers that are open to him. The junior high school student is frequently too immature to make a realistic career choice but he must have some knowledge of the world of work in order to make tentative plans on which he can base his high school course selections. He cannot acquire the knowledge through experience because the law forbids minors to work and because the range of opportunities is too wide to personally experience. He must, therefore, get this knowledge from vicarious experiences. A wide range of career information provides this experience.

PLACEMENT INFORMATION

Some junior high schools assist pupils in finding employment. This may be full-time employment for pupils leaving school, work experience as part of an adjusted curriculum such as occupational work experience, summer jobs, or part-time jobs after school and weekends. Also some schools act as a placement service for short duration jobs such as lawn mowing, leaf raking, and baby sitting. If a school is involved in any of these it must establish a system of knowing what jobs are available and have a system of letting students know about the jobs. This is a function that is probably best performed in cooperation with the state employment service.

SOURCES OF INFORMATION

Having determined the type of information that is needed, the junior high school counselor must then collect it and make it available to the students who need it.

There are many sources of educational and vocational information. A few examples are:

1. U. S. Government Publications
2. School Bulletins and Catalogues
3. State Publications
4. Armed Forces Publications
5. Commercial Publications
6. Publications of Professional and Occupational Organizations
7. Periodicals[21]

The advantages of using commercial publications are:

1. They are usually well prepared
2. A filing system has been established for them
3. They are prepared in attractive forms

However if the school's budget is limited there are many free materials that are as informative as the commercial material. The main problems in using free material are that the counselor will have to evaluate the material and establish his own filing system. Establishing a filing system is not too difficult a task but it is time consuming. The number of ways of filing material is limited only by the imagination of the filer. A few systems that have proved successful are:

1. Alphabetically by job title
2. Alphabetically by career area
3. Systems based upon the Dictionary of Occupational Titles

---

[21] The Division of Guidance and Testing publishes Sources of Occupational Information, which elaborates on these resources.

4. Jobs related to academic subjects
5. Systems based upon the Dewey Decimal System
6. Systems based on the amount of education the job requires

The Kentucky Division of Guidance Services suggests the following criteria upon which to base a plan:

1. The plan should be simple. (The practical plan is simple enough to allow even an inexperienced person to find information with a minimum of assistance.)
2. The plan should be expandable. (To allow for new materials that will be added from time to time.)
3. The plan should be attractive. (The use of the occupational library may well depend upon the individual's first impression of the collection of materials.)
4. The plan must be psychologically sound. (Most library plans for filing and storing occupational information have been developed upon a non-psychological basis. That is, they have been based upon the needs of the librarian or counselor rather than upon the needs of the student.)[22]

PERSONAL-SOCIAL INFORMATION

Taking into consideration the developmental stage of the junior high school student and the educational goals of junior high school it seems a fourth type of information should be added to the list suggested by Johnson, Busacker, and Bowman. That type may be loosely classified as personal-social information. The concerns of junior high school students seem to be in this area more than in educational or vocational planning. In fact their concerns in this area sometimes inhibit their thinking about educational or vocational planning and even prevent them from doing their best work in their classrooms. There are many pamphlets, booklets, and books (both non-fictional and fictional) which are excellent sources of information in the personal-social area. Many junior high school counselors in cooperation with the school librarians compile a bibliography centered around problems encountered by junior high school students and use it as a counseling tool and as a source for units in various subject classes.

---

[22] G. C. Campbell, "The Organization,Development,and Implementation of an occupational information service program in the high school" Kentucky Department of Education, Division of Guidance Services, (September 1965). p. 11.

ADDITIONAL INFORMATION SOURCES

Too often when considering sources of educational, career, and personal-social information only the printed materials especially designed for that purpose are considered. Much valuable information can be obtained from resource people, both in the school and the school community. Resource people may speak to groups of students, be interviewed by students, furnish information, or arrange tours. A few years ago the Akron Area Vocational Guidance Association in cooperation with the Akron Kiwanis Clubs and the city's vocational school produced a publication entitled "People Who Know In The Akron Area." This publication listed alphabetically by job the names of people in the Akron area who would help with vocational guidance. A code beside each name indicated the willingness of the person to speak to groups, talk with individuals, arrange tours, or all three. A publication similar to this would be a valuable aid in any school system.

Field trips are also a valuable source of information for students. They can usually be worked into the schedule of the student in cooperation with a class or as part of various club activities.

Elizabeth Drews has conducted a lengthy series of studies on vocational guidance in the junior high school. After much study she and her associates have decided a series of role model films depicting a style-of-life is one of the best sources of vocational and educational information.[23] Too often printed vocational and educational information is factual but sterile. It explains the factual side of a job such as pay, working conditions, and needed education, but fails to describe the social or psychological side of the job. Beyond the introduction of life patterns and philosophies these films introduce to students a world that is wide in scope and opportunity.

If money is not available for films, career novels and biographies are an excellent source of role models. Many of these are available in every school library and they are often overlooked as sources of vocational and educational information. How to use career novels and biographies is the theme of a publication entitled "The Career Novel and Biography As A Source of Occupational Information in Junior High Schools."[24]

Other often overlooked sources of vocational, educational, and personal-social information are T.V. shows, tape recordings, films, and filmstrips. There are many films, filmstrips, and tape recordings available commercially and many counselors develop their own tape and slide presentations.

---

[23] E. M. Drews, "Career Considerations In Junior High School" Report of the 3rd Annual Ohio Junior High Guidance Conference, (May 7, 1965), p. 55.

[24] T. Bower and F. O'Dell The Career Novel and Biography as a Source of Occupational Information in Junior High Schools, (Columbus: Ohio Department of Education, The Division of Guidance and Testing, 1968)

GETTING THE INFORMATION TO STUDENTS

The most complete and well organized informational service is worthless unless it is used by students. The following are some suggested ways of getting the information to students:

1. Career and Education Classes. These classes are a regular part of the curriculum. They may meet for one semester or two. Some schools give credit for them while others offer them on a non credit basis. They may be taught by a counselor or an interested teacher.
2. Guidance Units. These are units worked into a regular subject class. Social studies and English are ideal areas for these. They may be from one to six weeks in duration and they focus on the guidance informations that students need.
3. Homeroom Period. The homeroom period is often a wasted time in junior high school. In many junior high school the counselors have developed a three year guidance program for homeroom periods. Some schools have one guidance program per week, others one per month. The advantages of having the program organized on a three year basis are:
    1. The counselors can be sure all students receive the information they need.
    2. The program can be organized in such a manner that each year's program builds on the preceding year's program.

    If teachers are too busy with administrative duties during homeroom to present the material it may be done over the public address system.

4. The Counselor's Corner. Many counselors, either by themselves or in cooperation with students, prepare an article for each issue of the school newspaper. Several of them entitle this the "Counselor's Corner". If this is well done in a manner that is attractive to students it can be an excellent way of getting information to students.

5. School Clubs. Sponsors of school clubs are always looking for programs for their club meetings. Guidance information can become the theme for any type of club but is especially good for subject related clubs.

6. Career Conferences. Many junior high schools have career days, career weeks, or career months. The schools use this time to emphasize the importance of and the use of career and educational information. Recently this approach has received much criticism because it is felt that career guidance should be a continuous process. This criticism is probably just if this one event is the total career guidance program of the school but if properly followed up there is much merit to these types of programs. The outstanding advantage is that a wide variety of information can be presented to a large number of students in a short period of time.

7. Bulletin Boards and other Types of Displays. Bulletin boards can be used to arouse interest in guidance information, show relationships between school subjects and careers, direct

students to sources of information, or to provide guidance information. To be successful they have to be attractive enough to catch the eye. Many counselors work in cooperation with the art department of their school in designing bulletin boards and displays.

8. Assemblies. Assemblies have the same advantages and disadvantages as the career conferences approach.

   Some counselors plan a series of guidance assemblies for the entire school year (Example: one per month). Others plan them for certain times during the year (Example: beginning of the year, just before courses for the next year are to be chosen, after first report card, etc.) Assemblies can be entertaining and informative and they can cover any type of guidance information. Many counselors use the talents of their students in preparing and presenting assemblies (Example: A student written and student produced play about a common junior high school problem can lead to a great deal of discussion and understanding.)

9. Interest Groups. Many times a counselor will find that a group of students is interested in one career, have a common hobby that might lead to a career, or have similar educational plans. These form natural groups for discussions, information giving, and field trips. Often these groups may develop into clubs such as College Club, Medical Careers Club, or Future Farmers of America.

10. Individuals. Everything mentioned thus far deals with giving information to groups because information is most efficiently

given to groups. But the heart of the guidance program is working with individuals and the other methods mentioned here assist the individual approach and do not replace it.

EVALUATION OF THE INFORMATION SERVICE

Periodically the information service portion of the guidance program should be evaluated. This may be done by conducting a survey of the students' opinions of the information service, by having a guidance consultant such as a counselor educator or state department of education employee visit the school and study the service or informally by the counselor.

Each of these methods have particular advantages. The primary advantage of obtaining the students' opinions about the information service is obvious. If the students feel that information they desire is easily obtained and that it is accurate and meaningful the information service is functioning adequately. The primary advantage of having someone from outside of the school study the information service is that often an outsider can easily spot an obvious weakness in a program which the counselor has overlooked simply because he is involved in the program. An informal evaluation conducted by the counselors has the advantages of not being too time consuming and easily done.

A counselor who wants to informally evaluate an information service can do so by answering a few questions:

1. Is information presented to students in a variety of ways and through numerous media?
2. Is printed material available in large enough quantity to meet the needs and demands of the students?

3. Is the information that is presented to students accurate and up-to-date?
4. Does the available information cover all levels and types of careers and educational opportunities?
5. Is information available that can be used by students regardless of their academic ability?
6. Is the information easily obtained by students?
7. Do students make use of the information service?

CHAPTER V

GROUP GUIDANCE IN THE JUNIOR HIGH SCHOOL

INTRODUCTION

By using group techniques the junior high school counselor can be more effective and use his time more efficiently. Group guidance, for example, tends to make individual counseling more effective. In group guidance sessions the counselor can establish rapport with the students and provide information to them. This usually causes the students to come to the counselor with questions about how the information applies to them individually. The counseling time can then be spent in processing the gained information on an individual basis instead of giving information and establishing rapport. In this way counseling time can be more meaningful to the student and thus spent more efficiently. Bennett summarizes this view of group guidance by saying "Years of trial-and-error methods and some sound experimentation and research have indicated that group and individual procedures in guidance are complimentary aspects of a sound guidance program. Neither can fully take the place of the other, but each implements and supplements the other, rendering it more effective".[25]

What does group guidance contribute to the guidance program? The 1960 study group of guidance in Ohio's junior high schools summarized the research findings on group guidance's contribution to the total junior high guidance program as follows:

1. Group guidance is a definite benefit to pupils in improving

---

[25] M. E. Bennett, Guidance in Groups (New York: McGraw-Hill Book Company, 1955), p. 13.

their educational and vocational plans.

2. Group guidance is of definite value in improving the information pupils have about themselves and in helping them to understand themselves better.
3. Pupil growth and learning are better in those programs which include both group and individual guidance than in programs restricted to either alone.
4. Compared with pupils afforded no group guidance, pupils so guided tend to make significantly higher grades, participate more actively in extracurricular activities, make independent vocational choices, show greater gains in emotional adjustment, and achieve higher levels in educational, cultural, and occupational status.[26]

Montgomery, in evaluating an experimental year-long guidance class at the eighth grade level reached these conclusions:

1. A fifty-item checklist which was given indicated that boys and girls who enrolled in the experimental course felt that they knew more about themselves, their interests, abilities, and attitudes at the end of the year than at the beginning of the year.
2. On the fifty-item checklist the boys and girls who were enrolled in the experimental course indicated that they knew more about themselves, their government, their home and their plans for the future than did a control group who were not enrolled in the experimental course.

---

[26] Walker, op. cit., p. 26.

3. Counselor and teacher observations indicated that boys and girls who had completed the experimental course felt freer to consult a counselor to discuss problems than they did prior to taking the course.
4. Parents, teachers, and pupils indicated that they believed the experimental course to be a truly worthwhile and valuable course, one which should be continued.
5. Results of the "Mooney Problems Check List" indicated that boys and girls who completed the experimental course had fewer listed problems than they did at the beginning of the course.
6. The success with which the experimental course has met in one school system tends to suggest that a course of this type might accomplish equally effective results in other school systems.[27]

Caplan conducted a study of the effects of group counseling on a group of seventh, eighth, and ninth grade boys who were characterized by the school as problem students.[28] He divided the boys in the study into two matched groups. One group (experimental group) received group counseling. The other group (control group) did not. His data indicated that:

1. The self and ideal self concept discrepancy was significantly reduced for the experimental group but not for the control group.
2. A significant decrease in the number of classes in which poor

---

[27] R. A. Montgomery, "An Evaluation of an Experimental Course in Group Guidance in the Junior High School," National Association of Secondary School Principals Bulletin, (February 1962), p. 326.

[28] S. Caplan, "The Effect of Multiple Counseling on Junior High School Boys' Concepts of Themselves in School," National Association of Secondary School Principals Bulletin, (February 1962), p. 330.

citizenship marks were given took place for the experimental group but not the control group

3. The grade-point ratio of the experimental group increased more than the control group but not significantly.[29]

This short review of the research in the area of group guidance and group counseling indicates that group guidance and group counseling can make significant contributions to the total guidance program. Group guidance and group counseling will not replace individual counseling but will supplement it and make it more effective.

Terminology. The Dictionary of Guidance Terms defines group guidance as "Those phases of a guidance program which may be carried on with groups rather than individuals."[30] From the examples cited here to show what group guidance can contribute it can be seen that there are at least two types of group guidance.

1. Group Guidance Instruction (sometimes called group guidance) This is usually carried on in a large group. The objective of this activity is to provide information and the role of the leader of this group is that of a teacher.

2. Group Counseling. This is usually carried on in small groups (3-6 students). The objective of this activity is to help students

---

[29] Ibid.

[30] D. J. Frericks, Dictionary of Guidance Terms, (Columbus, Ohio Department of Education, Division of Guidance and Testing, 1967)

solve problems. Since this is the objective, the members of the group usually have similar problems. The role of the leader of this group is the same as a counselor in individual counseling. Group counseling is different from group therapy in that it is carried on with normal individuals confronted with problems of choice and adjustment whereas group therapy is a corrective treatment for individuals with severe emotional problems. Due to his training and the nature of the clients that he works with the school counselor should not engage in group therapy.

The line between group guidance instruction and group counseling is not distinct. A session may start out to be a group guidance instruction session and end up a group counseling session as all who are present realize they have similar problems. The reverse may be true if the members of a group counseling session feel that what they need to solve their problems is information. The leader of the group must be flexible enough to change roles as the mood of the group changes.

OBJECTIVES OF A GROUP GUIDANCE INSTRUCTION PROGRAM

In planning a group guidance instruction program care must be taken to keep it from becoming just another classroom teaching session. In the regular classroom the learning of specific subject materials or the acquisition of identified skills is what is important. Feelings, attitudes, and personal concerns are taken into consideration but only to the extent that they affect the learning of the prescribed materials. In group guidance feelings, attitudes, and personal concerns become the subject matter. Group guidance must be

2

student centered to be effective. The following objectives are proposed for consideration in the group guidance program but the leader of the program must always remember that student development is the prime objective:

1. To inform students of the educational and vocational opportunities available to them.
2. To help students make educational and vocational choices.
3. To create in students an awareness of the need of vocational and educational planning.
4. To assist students in obtaining the information they need for planning their future.
5. To provide pertinent information needed by all students in making critical educational and vocational decisions.
6. To provide an opportunity for sharing problems and thinking together on topics of common concern.
7. To help students develop efficient ways of obtaining information they need to solve their problems and efficient problem solving methods.
8. To prepare students to make better use of individual counseling and to help them understand the counseling process.
9. To orient students to the school's testing program.
10. To help students understand the results of their standardized test scores.

ORGANIZATIONAL PATTERNS FOR GROUP GUIDANCE

Most school schedules are already crowded. If a school decides it needs a group guidance program, ample time must be made for it in the schedule. Factors that affect the scheduling of group guidance are such things as purpose of the group guidance program, available space, and available staff time. There is no way that is best for all schools. Each school must study its program and devise its own plan. The 1960 study group on guidance in Ohio junior high schools listed six common organizational patterns which can be used as guides in organizing a program.

1. The concentrated unit within a course. An example is the pre-ninth grade course selection program which may be placed in a six week unit in the eighth grade social studies class.
2. The semester (or year) long guidance class. This may meet daily or once or twice a week at a given grade level for a regular class period. Credit may or may not be given. Content in such classes varies tremendously from school to school.
3. Instructional unit within a course. An example of this might be a unit entitled "The World of Work" in a ninth grade civics course. This would usually be a carefully planned, well organized unit, and grades would probably be given.
4. Problem-centered group guidance in which pupils with common problems meet voluntarily several times with a counselor. This may be in addition to regularly scheduled group guidance.
5. The home-room guidance program. This type of program assumes a variety of content, format, timing, and approach. The literature of a few years ago held great hopes for the good that could be accomplished in the home-room program. Experience has proven

the contrary to be true, with few exceptions. Conference members did not feel there was much to recommend this approach, at least as currently practiced in most schools.

6. The group guidance assembly series. Some schools feel gains are made through the assembly programs. Typically, assemblies on topics such as citizenship, course selection, or conduct are presented once a week for a year. In junior high schools, each grade may meet once every three weeks on appropriate topics.[31]

PARENT GUIDANCE IN GROUPS

Due to the maturity level of junior high school students, parents must be included in the junior high school guidance program. The parents need the same information as their children. They also are faced with the problems their children have because of their developmental stage. Therefore, they need the same type of group guidance that the junior high school student needs. There should be group guidance instruction sessions where parents receive information relative to the planning of their child's education and there should also be group counseling sessions that center around problem areas.

SUMMARY

This brief discussion of group guidance is meant to stimulate interest in and provide ideas for the group guidance program. The following ten principles are recommended as guidelines in the development of the program:

1. Group guidance procedures are only a part of the whole guidance program.

---

[31] Walker, op. cit., p. 29.

2. An effective group procedure is based on felt needs of pupils.
3. Group guidance utilizes the fact that peers influence one another.
4. Group guidance procedures should be characterized by a free atmosphere.
5. Group guidance procedures should follow carefully validated research data on child growth and development.
6. Group guidance procedures share the responsibility for providing common elements of environment for the group.
7. Group guidance procedures should lead into and strengthen counseling services.
8. Counseling and inter-personal influences are mutually important to the group guidance program.
9. Group guidance procedures require careful preparation on the part of any individual assigned responsibility for them.
10. Group guidance procedures require careful planning on the part of staff and administration in advance of their initiation.[32]

EVALUATION OF THE GROUP GUIDANCE PROGRAM

In order to improve the group guidance program and to insure that it is reaching its goals the junior high school counselor must obtain feedback from the students or parents involved in the program. One simple way to obtain this feedback is to reserve time at the end of the group session for the group to consider such questions as "What did we accomplish in this session?" or "What could we have done better?" Questions such as these usually cause the group to look back at their performance and try to analyze their behavior. This self-analysis will usually develop into an evaluation of the group session which will provide the counselor with the feedback he needs plus develop a greater understanding of the groups functioning and objectives on the part of the group members.

---

[32] Ibid, p. 29.

If the time available for group guidance is limited it may be wise to use a written evaluation form in place of discussion. Open-ended questions, rating scales, or check lists may be used in written evaluations. Evaluation forms should be constructed so that they are easy to mark and do not take much time. Warters suggests the following three forms:

SAMPLE MEETING PROGRESS EVALUATION SHEET

How do you feel about this meeting?

(Check in front of statements that best indicate your feelings)

1. Everyone is having a chance to say what he thinks.
2. Some people are dominating the discussion.
3. Everyone in the group seems to be in accord with the decisions.
4. The group is being forced to do something it opposes.
5. We are not allowing enough time for the topics to be discussed adequately.
6. We are spending too much time on inconsequential matters.
7. The leadership is being passed around the group.
8. A few persons are dominating the leadership function.
9. Most members seem to be assuming responsibility for the success of the meeting.
10. A few members are carrying the meeting along by themselves.

Suggestions or amplifications:

SAMPLE EVALUATION SHEET

Your class number________Group Number________Period Number________

(Check on the line)

How do you feel about today's discussion?

Excellent Average Very poor

Did it help you to understand yourself better?

None A little Some A great deal

Did it help you to understand people?

A great deal Some Little None

How friendly do you now feel towards the group?

Very friendly Neutral Hostile

How much progress today toward group's goals?

None Average Much

How friendly do you feel the group is toward you today?

Very friendly Neutral Hostile

How enthusiastic are you right now about group process and its usefulness?

Negative Neutral Enthusiastic

SAMPLE END-OF-MEETING EVALUATION SHEET

What did you think about this meeting? Please be honest and objective. Your evaluation will help the leaders and the group improve the meetings and group activities.

1. How did you feel about the meeting? (Check)

Poor	Mediocre	All right	Good	Excellent

2. What did you think were the weaknesses?
3. What did you like about the meeting?
4. What changes or improvement would you suggest for future meetings?[33]

---

[33] J. Warters, Group Guidance Principles and Practices, (New York: McGraw-Hill Book Company, 1960), p. 86.

CHAPTER VI

COUNSELING

Counseling is the heart of the guidance program. Many people use the terms guidance and counseling interchangeably. But, as used here, guidance is the broad all-inclusive term (defined in chapter one) which covers the guidance philosophy and the guidance services and counseling is one of the guidance services. It is the process which takes place in a one-to-one relationship between a student and trained professional counselor. In this relationship the student usually has a problem or a concern which he desires to discuss and work toward solving with the counselor.

The school counselor has a wide range of duties. He must organize and administer the total guidance program. This entails a number of services and functions mentioned in this report. But all of these functions and services are organized for one purpose and that purpose is to help individuals. These services are important to the guidance program only in that they help to make counseling more effective.

The importance of counseling at the junior high school level cannot be over stressed. The junior high school student is perplexed by a number of problems due to his developmental stage. He is faced with making important decisions about his future when he is immature and lacks experience. Counseling provides him an opportunity to talk about himself, his problems, and his plans. This is not a process that is needed by just those students that deviate from the norm but a process that is needed by all students. The word "problem" as used here does not mean psychotic problems but developmental problems. Developmental problems are those problems that all junior high school students face because of their place in their home, society, and school.

THE COUNSELING PROCESS

Counseling, to be effective, takes three phases: preparation, counseling, and follow through. In preparing for counseling, the counselor should try to obtain as much information about the student as possible. He can obtain information from the cumulative folder, the student's parents, and other school personnel. After the interview the counselor needs to make brief inquiries and observations to see if the student's plan of action is being carried out. Often the counselor's interest provides the encouragement the student needs to carry out his plan. This follow through is also a way the counselor may check on his effectiveness.

As part of the follow through portion of counseling the counselor should record the pertinent facts of the counseling process in a clear and concise form. Counselors frequently ask how extensive such records should be. This seems to be a matter that each counselor must work out for himself. The counselor is the one who is going to use the records so they should meet his needs. Records should be kept to the minimum essential facts and there should be no duplication. Many counselors waste a lot of valuable time by keeping records that are too elaborate. The 1960 study group on junior high guidance suggested the following for guidelines in keeping records:

1. Pupil plans at a given time are important. Notes should be made of them.
2. The problem a pupil senses at the time of an interview is worth noting.

3. The pupil's attitudes and feelings are frequently the most important part of the interview content and notes should summarize them briefly.
4. Notes recording next steps, plans for long range work, and a progress summary should be made almost without exception.
5. Perhaps the minimum of record keeping is determined by the amount necessary to assure that a new counselor can pick up the case and work with it without loss of time or effectiveness to the pupil client. Record keeping should never fall below this level.[34]

In order to save counseling time during the school day many counselors tape record their sessions and then make their records of them immediately after school closes for the day. Others who have secretarial help use dictation equipment to record notes immediately after each session and the secretary types the records.

What type of an approach to use in the counseling session is another problem the counselor must face. Traditionally three approaches are considered: non-directive, directive, and eclectic. These can be expanded into several approaches:

1. Teaching Learning Approach
2. Client Centered Approach
3. Psychoanalytic Approach
4. Rational Approach
5. Social-psychological Approach

---

[34] Walker, op. cit., p. 35.

6. Behavioral Approach

These approaches have certain things in common but disagree on basic issues. The proponents of each claim their approach is best and the counselor is sometimes confused by contradicting ideas. A real danger in counseling is that the approach becomes what is important. The approach or technique of the counselor is a means not an end. The end is helping students and that is what is important. In deciding what approach to use the counselor should study all of the theories and then consider his own personality. The personality pattern of the counselor is the best guide to use in choosing an approach. For example a person, who by nature is aggressive, may use a directive approach very effectively while a more retiring person may use a non-directive approach equally as well. Using the same type of example the aggressive person might be completely unsuccessful using a non-directive approach and the retiring person very unsuccessful using a directive approach. In deciding what approach is best for him the counselor may use the following three questions:

1. Can I identify with the goals of the approach?
2. Can I master the techniques of the approach?
3. Can I carry out the role of the counselor in this approach?[35]

TIME FOR COUNSELING

The counselor must strive to organize and administer his program in the most efficient manner so that time will be available for counseling. But until such time as there are sufficient counselors employed to provide ample counseling some method of establishing priority for counseling time for individual students must be devised. The Virginia Guidance Handbook suggests the following system:

---

[35] Review of a speech by James Doverspike, Ohio Guidance News and Views, January/February 1967.

1. Those students who need counseling and want it
2. Those students who need counseling though may not be aware of the need
3. All other students on some systematic basis[36]

To be effective a counseling session must not be hurried. Many writers suggest that approximately 30 to 40 minutes be scheduled for each session. In general, this is probably a good guide but the length of the sessions should be based on the needs and desires of the students not the clock. Many sessions may run over the forty minute limits while others will not last ten minutes. Many interviews will consist of quick answers to direct questions and these will be the shorter sessions. On the other hand junior high school age students often find it difficult to come to the point and may need a great deal of time in establishing a relationship. Often the junior high school student will come to a counselor with a question that seems trivial. This is often a superficial question he uses as a means of approaching the counselor. The counselor must be aware of this and establish a relationship in which the real concerns can be discussed without fear.

The complexity of the student's concern and the student's attention span are other factors to consider in scheduling sessions. Because of a busy schedule counselors often try to deal completely with a complex problem in one session. In doing this they may extend the counseling session to an hour or longer. This goes much beyond the attention span of the student and wastes the counselor's time. It would be much better in a situation like this to schedule several shorter sessions over a longer period of time. Three 20 minute sessions can be much more effective with a junior high school student than one 60 minute session.

---

[36] Guidance Handbook for Virginia Schools, Guidance and Testing Service, Division of Special Services, Virginia State Department of Education, (Richmond: 1965), p. 91.

GOALS OF COUNSELING

In each counseling session the counselor should have some specific goal. This goal should not be so rigid as to prevent the student from discussing his concerns but should structure the session so that it is counseling and not just conversation. In the first counseling session the counselor must establish the goal or goals of the session as it proceeds. In a continuing session the counselor may establish the goal or goals before the session but he may have to change them as the session develops. Goals in general center on helping the student. More specifically the goals of a session may be to help a student:

> in understanding himself-his abilities, interest, needs, strengths, and weaknesses;
>
> in acquiring information about the changing society of which he is a member;
>
> in recognizing the vocational and educational opportunities available to him;
>
> in planning an appropriate course of action; and
>
> in putting his plans into action with a willingness to assume responsibilities for his acts.[37]

TYPES OF COUNSELING SESSIONS

Counseling sessions are usually broken down into three types; educational, vocational, and personal-social. Sometimes these are subdivided (e.g. under education you might find test interpretation, opportunities, how to study, behavior, etc.) but in reality there is no line between them. These distinctions are made to help in discussing and writing about counseling but they all overlap. All junior high counseling sessions can be classified as developmental sessions. That is their primary goal is to help the student develop to his fullest potential. Some counselors feel that school counselors should deal with only educational and vocational concerns and center on problems. The fallacy of this approach is that the so called "school problems" such as failure, truancy, and misbehavior are usually symptoms of personal problems and usually little is accomplished in dealing with symptoms. Another fallacy in the school problems approach is that often by the time a problem is severe enough to come to the attention of the counselor it is too late to do much about it.

---

[37] *Ibid*. p. 85.

CHAPTER VII

EVALUATION

Since World War II the guidance services provided by schools have increased rapidly. This growth has been in part related to the emphasis placed on guidance services by the Federal Government through N.D.E.A., Title V reimbursement, recognized authorities such as Dr. Conant, and accreditation association. Because of the emphasis and the federal reimbursement, many programs have grown like Topsy with no aims, objectives, evaluations or improvements. A good example of this condition is the situation which existed in the Carman School District in Flint, Michigan.[38] In this situation four schools in a relatively small school district found that their guidance programs varied from school to school, in degree of sophistication from embryonic to overly complicated, that there was little or no written policy, and that a total of sixty-two different tests were being used. Situations like this with no aims or objectives accomplish little. Carman improved the situation by hiring a person to administer, supervise, and coordinate their program. Coordination, administration, and evaluation are the keys to any good program. In most programs the coordination, and administration take place but because of the difficulty of evaluation that phase often is left out. But if a program is to meet the needs of the community and not stagnate, the director and his staff should periodically ascertain the possible successes and failures of the present program and plan for the future in accordance with their findings.

---

[38] J. J. Herman, "Administering Total Guidance," Educational Executives Overview, (June, 1963), p. 33.

As of this writing there is little research that indicates the value of guidance and less in the area of evaluating guidance. Cottle, in summarizing the research on the evaluation of guidance, states: "This review for the three year period indicates the paucity and limited nature of published research on evaluative services and points out the great need for research in the area."[39] Rothney points out that a statistical analysis of the questionnaire, the most commonly used evaluative device in guidance, indicates it is not a valid measuring device for counseling.[40] These reports should be taken into consideration when reviewing the results of an evaluation.

Three methods of evaluation are now common practice. They are the self survey method, the objective measuring of goal attainment, and the expert survey method. Under the first method the teaching staff, the guidance staff, the administrative staff, parents, citizens and students are asked to state their views of the guidance program. A questionnaire is usually used to obtain their opinion.

Others try to evaluate by objectively measuring how well they reached such goals as:

1. Reduction in failures
2. Reduction in discipline problems
3. Increased use of the counseling service
4. Reduction of program changes
5. The number of drop-outs

---

[39] W. C. Cottle, "The Evaluation of Guidance Services," The Review of Educational Research, (April, 1957), p. 229.

[40] J. W. M. Rothney, "An Examination of a Method for Evaluating Counselors," The Personnel and Guidance Journal, (May, 1957), p. 584.

6. Job Placement

7. Placement in special programs (vocational education etc.)

8. College entrance.[41]

The expert survey works much the same way as the self survey but has the possible advantage of being more objective because the people are not directly connected with the program. Usually noted guidance workers, college professors, or state or federal board of education personnel are used.

The U. S. Office of Education recommends a combination of self evaluation and evaluation by visiting experts.[42] This seems to be the most effective method now available. The Measurement and Evaluation Services Section of the Ohio Division of Guidance and Testing has developed an evaluation procedure which incorporates this combination. Under this procedure a local school system first establishes the purposes of its evaluation, then steps in planning and organizing the evaluation and possible evaluative activities are suggested in relationship to purposes of the evaluation. Possible evaluative activities included in the procedure are surveying the students' and faculty's views on the guidance program, an analysis of how counselors spend their time and an evaluation by a visiting team. The Division of Guidance and Testing provides all forms needed for the evaluation and in some cases can provide machine tabulation of the student and teacher survey. Personnel of the Division of Guidance and Testing will assist in the planning of the program and will also help in its implementation and serve on the visiting evaluation team if the school desires. Schools interested in using this evaluation process should contact the Measurement and Evaluation Section of the Division of Guidance and Testing. There is no charge for this service.

---

[41] R. N. Hatch and B. Stefflre, Administration of Guidance Services, (Englewood Cliffs, N. J.: Prentice-Hall, 1958), p. 308.

[42] Ibid, p. 261

SUMMARY

A program must have goals to be of value. If a program has goals there should be an attempt to measure the success of the program in reaching those goals. Then the program should be changed so as to better reach those goals. Therefore, although evaluation is difficult and there is a need for refined methods of evaluation, a guidance program will never improve nor will it keep up with the changing needs of the community unless there is periodic evaluation.

CHAPTER VIII

WORKING WITH STUDENTS WHO HAVE SPECIAL PROBLEMS

The optimum in good guidance programs is also the optimum in good education. If this optimum were to be reached the educational program of all schools would be so comprehensive that the needs of all students would be met. Unfortunately, this optimum has not and may never be reached. Until it is, the school counselor must try to balance his time between activities aimed at helping all students reach their maximum level of development and activities aimed at helping those students who have special needs.

If a guidance program were to become completely problem centered, the counselor's time would be spent with a small minority of students. There would be little or no time for developmentally oriented activities which help all students and which if successful might eliminate many school related problems. If, however, the counselor spends all of his time in developmentally oriented activities and ignores those students who do have special problems, these students will not be able to take full advantage of their educational opportunities and will not be able to develop to their maximum. Thus, every school counselor is called upon to work with some students who have school adjustment problems and it becomes his responsibility to establish a balance between time spent in developmental activities and problem-centered activities.

The purpose of this chapter is to discuss some common types of problems found among junior high school students and to provide some suggestions for working with the students who have these problems. To help students overcome their problems the counselor must:

1. Understand the cause of the problem.

2. Help the student understand the cause.

3. Provide possible ways to overcome the problems.

4. Provide encouragement as the student tries to overcome the problem.

5. Work in such a way as to help the student learn to solve his own problems and thus grow increasingly less dependent on the counselor.

THE CHRONIC ATTENDANCE PROBLEM

The student with a chronic attendance problem is frequently absent from school without visible cause. Chronic absenteeism is often a withdrawal approach to solving problems. The child has problems in school and he finds the best way to cope with his problems is to avoid them. The student who is chronically absent usually has a very low self concept.

The causes of chronic absenteeism can usually be classified as either school related problems or home related problems. The most common school related problems are those involving a personality conflict with a teacher, having unsatisfactory peer relations, and being in an educational program that is either too difficult or not challenging enough.

There are many home related problems which can cause absenteeism. The child's family may not be financially able to buy the shoes or the clothing that the child needs for school. The family may make it a practice to stay up late at night and the child may get so little sleep that he is unable to get up in the morning. In some instances, such as in a one-parent family, one of the older children of the family may have home responsibilities which prevent him from getting to school.

Often chronic absenteeism is caused by a combination of school related and home related problems. For example a child who is having difficulties in school may not "feel like" going to school and an overly solicitous parent may condone his malingering as illness.

Solving the problem. The child who is chronically absent will probably view the counselor as just one more authority figure that he has to fight. In a counseling session he may be wary of the counselor's motives, defensive, and probably he will be non-communicative. The counselor must be very sensitive to the student's feelings and strive to develop a good relationship. The counselor must avoid the pitfall of preaching the values of school and delicately work to determine the cause of the student's poor attendance.

Only when the counselor feels he has determined the nature of the problem can he start to help the student solve the problem. This process of helping the student solve his problem cannot be rushed nor can the counselor expect the student's attendance to improve as soon as the student realizes the cause of his problem.

If the problem is related to the student's home situation the counselor should visit the home and attempt to get the parents to understand the value of regular school attendance. Sometimes it is helpful to work out a time schedule for a student so that he can have time to do his home chores, study, play, and still get enough sleep. If lack of adequate clothing or shoes is keeping the student from attending school the counselor should refer the family to those community agencies that can help them with their problems. If an overly solicitous parent continues to claim the child is ill, the counselor can strongly suggest that the parent take the child to a doctor for a physical examination.

Getting a child into an educational program where he can be successful will solve most school-related problems. Often the problem is that there is no program in the school that will meet the child's needs. The counselors task then becomes one of providing the leadership necessary to initiate a curriculum change. After the child is in a program where he can be successful the counselor should provide periodic encouragement, both written and verbal, look for special projects where the child can be successful, and try to arrange for experiences that highlight any talent he may have. As the student's attendance improves, it may sometimes be helpful to get him into a group that is discussing the value of education.

THE NON-ACADEMICALLY INCLINED

The non-academically inclined child shows little or no interest in school work. His grades are usually very low or failing, and he may often verbalize a lack of interest in school and show little or no concern for his low grades.

Verbal statements of lack of concern about poor school achievement are usually a coverup. A junior high school age student doesn't like to admit weaknesses, failures, or concerns to adults. Lack of concern over school work is usually caused by the work being too difficult or the work not being challenging or meaningful. In some cases the home environment of the student may not create motivation for school work.

Solving the problem. The first steps in solving the problem of the non-academically inclined is to determine the cause of his lack of interest in school work. Counseling with the student, tests (achievement, ability, and diagnostic), parent conferences, and teacher conferences are the prime guidance techniques to use in determining the student's lack of interest.

In many cases, it will be found that the student has no interest in school because academically he is not prepared to do the work. If achievement or diagnostic test results indicate the student is deficient in reading or mathematics the counselor may arrange for remedial help. If by using ability tests it is determined that the student does not have the ability to do the level of work required of him in his present placement the counselor may arrange to have him transferred to a lower academic track, a special education class, or an occupational work experience program. In some cases the student may not be able to do his school work because he doesn't know how to study or has poor study habits. In these cases the counselor can arrange for the student to be placed in a group that is discussing study techniques, or work with him individually in improving his study techniques.

The problems in working with students who are not academically prepared to do school work are great, but the problems in working with the average or above average student who does not see any value in school work or who finds school work meaningless are even more challenging. Effort, motivation, and good work habits have more to do with a student getting good grades than knowledge or ability and many bright children who possess the knowledge and the skills to do well in school don't because they are not adequately motivated to do so. Through counseling the counselor must help these children understand their potential and the value of education.

One way of working with the above average student who shows no interest in school work is for the counselor to work with teachers so that they will provide meaningful individual projects for him. Teachers must be cautious in using peer recognition as a motivation method. While peer recognition is important to junior high school age students, praising a child in front of his peers may cause him to be rejected. In fact such actions in the past may be the reason for his lack of school achievement. Helping the child to develop a feeling of self accomplishment is a more important goal of individual projects than peer recognition.

School personnel other than the teachers and counselor can also play a primary role in developing interest in school work. Often, for example, it is easier for the school librarian to work with students on individual projects than it is for teachers. In addition to school personnel, parents and the youth workers of organizations with which the child is affiliated may help the child become more interested in his school work. The counselor's task is to work with them so that they understand the child's potential and what they can do to help the child develop to his maximum potential.

Children of average ability may not be interested in school work because they can see no value in a college preparatory oriented curriculum. In these cases the counselor can work with individuals or groups by discussing the value of education or training opportunities other than college but probably he can make his greatest contribution in the correction of the problem by encouraging curriculum changes which will make it more meaningful to the child.

In some socio-economic areas the home background of the children may be a deterrent to school achievement. A counselor who is employed in an area such as this in addition to working with the students must work with the people of the community in understanding the value of education. He may do this by visiting homes, forming parent groups, and working with community organizations. He may also be able to arrange with the school, a local church or a local civic organization such as the Y.M.C.A. or the Urban League to provide study areas and volunteer tutoring for students who need them.

THE LIMITED SPHERE OF INTEREST

The child with a limited sphere of interest spends all or most of his time in one or a limited number of related activities. He may be a good student who constantly studies, a member of a band who does nothing but practice music, an athlete who continually works out and practices, or a child who is interested in nothing. A caution must be emphasized in looking at this type of problem. Many students strive for excellence in one or more areas and this may involve spending a great deal of time in that activity. The counselor must not act in such a way that a child is criticized for striving for excellence. Having a limited sphere of interest is only a problem when the sphere is so limited that the child does not have a chance to explore to see if there are other areas where he might succeed.

Having a limited sphere of interest may result from feelings of inferiority or a lack of security. For example, a very good student may feel that he is not as bright as people have told him. Therefore, he continually studies in order to get good test scores. When he receives good test scores he is reassured that what people have told him is true. But the reassurance quickly passes and he feels compelled to study again to get good test scores. Thus the feelings of inferiority and lack of security build into a cycle that keeps the person in one activity.

Solving the problem. To widen the sphere of interest of the student, the cycle which limits his interest must be broken. This indicates that counseling for self-understanding and self-actualization are needed. Using the example cited above, just telling the child he is bright or talented isn't enough. He has to be counseled to a more correct understanding of himself. Once the student understands and accepts himself the counselor can introduce the value of a wide scope of interests. One good approach to introducing new areas of interest is to discuss how the new area of interest might contribute to the child's area of success.

One easily made mistake in working with the child who has a limited sphere of interest is to push him into new activities. Pushing an insecure child into new areas may drive him deeper into his limited sphere. The child with a limited sphere of interest should be slowly introduced to new activities one at a time and even this shouldn't be done until, through counseling, the child better understands himself. When this child is introduced into a new activity the counselor should arrange for periodic conferences in order to provide him with a great deal of encouragement.

The child who shows interest in nothing is very similar to the one who is involved in only one or a few related activities. Probably he has tried to be involved in the past and has had a bad experience. Thus to prevent additional bad experiences he doesn't become involved. He needs the same kind of counseling and encouragement as the child who is interested just in one activity.

Often taking an interest inventory can be the starting point in helping both the student who is interested in only a limited number of activities or the student who is interested in nothing. The results of the inventory can be used as a basis for counseling and for exploration.

THE MINOR DISCIPLINE PROBLEM

From time to time all children will break minor school rules such as chewing gum. The only time this type of rule infraction becomes a problem is when it becomes habitual. The child who is referred to here as a minor discipline problem may be sent to the office two or three times a day for some minor infraction of the school's rules.

Continual misbehavior is usually a sign of some frustration. The causes of this frustration may be varied. Common causes are a lack of attention, security, or peer acceptance. The child's reaction to these may lead to either a reduction or an increase of his frustration. For example if a child lacks attention he may misbehave in order to get attention. His misbehavior may cause him to be accepted by his peers and he will receive the attention he desires. In other cases misbehavior may cause a child to be rejected by his peers and he will not receive the attention he desires. Either of these situations may lead to a cycle of misbehavior.

Solving the problem. Misbehavior is easy to correct if the cause can be found. The counselor in working with the student who is a minor discipline problem should try to help the child understand himself and why he misbehaves. Once the student understands why he misbehaves the counselor can suggest other ways of meeting the student's need which will not be violations of school regulations and yet will be acceptable to his peers.

The main difficulty in helping a student with a minor discipline problem is in determining the cause of the misbehavior and helping the student understand the cause. This may take many counseling sessions and a sincere effort on the part of the counselor to understand the student. The following are suggestions for the counseling process:

1. Never imply that the child is bad. Make sure that the child understands that it is his actions that are being rejected not him.
2. Avoid using phrases such as "You don't understand", "You just don't

care" or "How will this look on your record".

3. Point out that your understanding and acceptance of his behavior are different from your approval of his behavior.
4. Don't expect the child to change rapidly. Always provide encouragement and compliment any improvement you notice.

MATURATION PROBLEM

The maturity level among junior high school students varies greatly and to some extent all junior high school students have problems that relate to their maturity. Maturation problem as used here refers to the student whose maturity varies from that of his classmates to the degree that it causes him problems. This variation may be that the student is more or less mature than his classmates.

Being overly mature may be the result of advanced physiological development, the influence of older brothers or sisters, associating with older friends or other social factors. Being overly mature is usually more of a problem with junior high school age girls than with junior high school age boys since they tend to mature earlier.

Being immature is usually the result of slow physiological development, an overly protective home life, a lack of experiences, or other social factors. Having problems related to immaturity is more common among junior high school age boys than among junior high school age girls.

Solving the problem. Often parents, teachers, counselors, and others who are associated with young adolescents make the mistake of trying to push the immature child into maturity or of trying to repress the maturity of the overly mature. Neither approach works and often causes additional problems.

The problems of the overly mature junior high school age student usually center around the anxieties of teachers and parents over the interest of the child in members of the opposite sex. This may be complicated by guilt feelings, misunderstandings, and misinformation on the part of the child.

In working with the overly mature child the counselor must try to recognize his level of maturity. The counselor should help the child understand his development and that the desire for companionship of the other sex is normal. Often the counselor can use his influence to see that opportunities, such as dances, for meeting companionship needs are included in the school program.

In addition to the desire for companionship of the other sex, the overly mature child has a need to be treated in a more "grown up way." Often the counselor can help to meet this need by arranging for the child to have some responsibility, such as being an office helper, where the child's maturity can be recognized. The counselor may also work with the parents and teachers of the overly mature student so that they understand the problem. If there are a number of overly mature students in a school it might be beneficial to them to organize them into a group for counseling sessions.

The immature child, whether his immaturity is physical or social , may be withdrawn because he realizes he is immature. His problems usually center around his lack of ability to accept responsibility and peer relations. The counselor may want to work with the immature child individually or if there are a number of immature students he may work with them in a group. In these counseling sessions the counselor can help them understand themselves and their relation to others. The counselor must avoid the pitfall of trying to force the immature student into maturity.

In addition to counseling with the student, the counselor can work with the parents and teachers of the student and encourage them to provide the child with experiences that will increase his maturity. The counselor can also try to arrange for the child to be provided with some school responsibility, such as a library helper, bulletin board chairman, etc. at which he can be successful and thus gain experience in handling responsibility.

THE CLIQUE ORIENTED

Forming cliques is a normal activity for young adolescents of junior high school age. They seek the security of a clique because of the many personal-social problems inherent with their developmental stage. Being clique oriented only becomes a problem when the child starts to lose his individuality because conformity to the group becomes his only goal or when a child is upset because he is rejected by a clique.

The child who is losing his individuality because he is too highly clique oriented may not come to the attention of the counselor. He usually causes no problems, conforms to school regulations, and never risks disapproval by trying to be outstanding as an individual. He will only come to the attention of the counselor by chance or if the counselor has a plan for getting to know all of the students assigned to him.

The causes of being highly clique oriented are varied. Parental pressure is a common cause. Often parents strive to belong to certain groups and their children imitate their behavior. Sometimes an early experience at non-conformity may have been unpleasant and this experience makes conformity to the clique appealing. As mentioned earlier the normal lack of security among early adolescents causes the security of the clique to be inviting. If a child has social, emotional, or physical problems that are more severe than the average adolescent his ties to the clique may be greater because he needs the security of the group. Usually it can be said that the greater an adolescent's problems are the stronger will be his ties to the clique.

The student who is upset by being rejected by the clique presents a unique and perplexing problem for the counselor. This student usually has the problems that cause an adolescent to seek security in a clique and these problems are compounded when he is rejected by the clique of which he wishes to be a part.

Solving the problem. Individual counseling is the primary means of helping a child realize that he is an individual and in overcoming the causes of his clique orientation. Counseling with a clique oriented person is very similar to counseling with a person who has a limited sphere of interest and the techniques are similar. A cycle of finding security in the clique has been established and the cycle must be broken to solve the problem. If the child understands his problem and can grow in self-assuredness he can break his reliance on the clique.

Helping the child who is highly clique oriented is a difficult task but helping the child who is rejected by the clique is even more difficult. The counselor's major task may be getting this child to identify his problem. He will feel that the rejection by the group is his major problem while in reality it is probably the problem or problems that caused him to be so desirous of becoming part of a clique. The counselor will have to help the child to recognize these problems and to understand them in relationship to himself.

It will be important for this child to realize that a desire to be accepted by his peers is normal and to understand that rejection by one clique does not mean rejection by everyone. As this child starts to improve it may help to get him into a club or an activity that is centered around an interest or a hobby that he has. Many of the procedures suggested for working with the student with poor peer relations in the next section may also help in working with the child who is upset because he is rejected by a clique.

THE CHILD WITH POOR PEER RELATIONS

Being accepted by his peers is a strong drive in young adolescents. When for some reason a child is not able to establish a relationship with his peers which is acceptable to him, severe problems may develop. These problems may affect the child's school work, his social outlook, and his happiness.

There are many reasons why a child may have poor relations with his peers. The causes of the poor relationship may lay with the child who is not accepted or with the group who rejects him. A boy may be rejected because he is not athletically inclined. A child may have social or emotional problems which cause him to behave in a way that is unacceptable to the other children. Other children may reject a recent transfer student just because he is new, a student whose appearance is shabby, a member of a minority religious, ethnic, or racial group, or a student who is physically unattractive because of being obese, having an orthopedic handicap, or some prominent unattractive physical characteristic.

Solving the problem. Helping the child who has poor peer relations requires a two prong approach. Steps must be taken to help all children develop an appreciation and understanding of others and steps must be taken to help the child understand himself so that his behavior becomes more acceptable.

In group guidance classes topics such as understanding and appreciating others, appearances, and physical development problems can be discussed. Most student prejudices are not based on any conscious thought and if such topics are discussed, students usually become more sensitive in their dealings with others.

How to work with the student who is rejected by his peers will vary according to the cause of the students rejection. The counselor has to work with each student on an individual basis. Using the examples cited before a counselor may help an unathletic boy develop in some other area such as music, drama, or speech where he might be successful. Often a counselor can arrange with an organization to provide clothing or shoes for a shabbily dressed child. Sometimes a discussion of cleanliness may help. If a physical handicap is correctable the counselor can often help arrange for help in treating the handicap. If it is not correctable the counselor can work with the child so that he accepts the handicap and highlights his strengths. The transfer student can be helped by having an established orientation program.

The student whose behavior causes him to be rejected by his peers must be helped to understand how others see his behavior. Sometimes this may be done in individual counseling, and other times in group counseling. Often the student whose behavior makes him unacceptable to his peers is caught in a behavior cycle. He feels the rejection of his peers and behaves in a way he feels, consciously or unconsciously, will make him acceptable. Instead, his behavior causes him to be rejected and he starts the cycle over again. To help this child the counselor must help him understand that his behavior has just the opposite effect from that which he desires.

THE NON-PARTICIPANT

The non-participant simply doesn't take part in any class or group activities. The degree of non-participation may vary from participating when proded to complete withdrawal. The only difference between the non-participant and the chronic attendance problem may be that the non-participant usually attends regularly. The non-participant may belong to clubs and is usually not a discipline problem. In fact, he is often overlooked. His grades may vary from poor to good and he may be polite and agreeable when talked with as an individual. His non-participation may be by choice or because of peer rejection, and he usually does not stand up for his rights.

Non-participation may be caused by a lack of interest development. A child's experiences can be so limited that he has not developed interest in anything. A student may not let himself get involved in school work because he can see no value in it or because he feels his capabilities are not high enough to succeed in the work. Sometimes a student will see no challenge in the work assigned to him and therefore he will not participate. Peer rejection whether real or imagined can also be a cause of non-participation. Feelings of inferiority brought about by a physical disability, an unattractive appearance, unattractive clothing, weight, home background, poor school performance or many other causes can also cause a child to become a non-participant, especially in non-classroom activities.

Solving the problem. Through individual counseling the counselor can help the non-participant view himself in a new light. The non-participant needs to understand his strengths and be encouraged to use them. Often interest inventories or interests checklists can help the non-participant find new interests to develop. Forcing participation should be avoided because it will only cause greater withdrawal.

In addition to his work with the non-participant the counselor can work with teachers in planning class activities that will help the non-participant. Teachers can be encouraged to plan activities in which all children are involved, to rotate leadership activities, and not to seat non-participants in fringe areas of the classroom.

It is often advisable to investigate the family relationships of the non-participant. If he is withdrawn with his family, the counselors may suggest activities to make him a part of the group.

In cases where class placement is inappropriate, whether it is too difficult or not challenging enough, the counselor may arrange for replacement. Continued encouragement will be needed by the non-participant as he tries to develop interest and become involved. This may not need to be through formal counseling sessions but may be done through "curb-stone counseling." "Curb-stone counseling" is taking advantage of chance meetings between the counselor and the student such as in the hall, in the cafeteria or at school events to ask how he is progressing and to give encouragement.

UNREALISTIC SELF TYPING

The child who is affected by unrealistic self typing views himself differently than he is or differently than others perceive him. He may over-estimate or underestimate his potential. He may misjudge the attractiveness of his physical appearance or his personality. A common example of unrealistic self typing is an underachieving child who has a great amount of ability but views himself as having low or average ability. Another example of unrealistic self typing is fixation on an unattainable goal. For example a child may want to be an artist and have no artistic talent. A student from a low socio-economic area, whose parents are not well educated may find it difficult to accept that he has the ability to become a Ph.D.

A self concept develops over a long period of time. For example a child might come to think of himself as being likable if he feels loved by his parents as a baby and if this experience is reinforced later by experiences with others such as relatives and teachers as he grows up. An unrealistic self typing develops in a similar manner over a long period of time but in this case the person views himself unrealistically and feels that others have supported his view. Often this student will have an excuse for being the way he is. For example, an underachiever may state and feel that he is a poor reader and even though he sees test results that indicate he is a good reader he is unable to accept this new view of himself.

Solving the problem. Unrealistic self typing will not change rapidly. Self typing is a part of an individual's personality and a conscious or unconscious part of his philosophy of life. Unrealistic self typing is an individual problem. Therefore, individual counseling will be the prime technique for establishing a more realistic self typing. Since developing a new self concept is a very difficult task it may be helpful to reinforce the gains in insight a student makes in individual counseling with group counseling.

In addition to counseling the counselor may arrange for experiences that will help the child re-evaluate his self typing. Arranging for experiences to show he can achieve at a higher level than he thought he could can be very helpful to the student who underestimates himself. Experiences that show he can find satisfaction in a lower ability position than he sought can be very helpful to the student who overestimates himself or who has a fixation on one goal. All of these experiences should be followed by counseling so that the child understands the meaning of them.

THE CHILD FROM THE ONE PARENT FAMILY

Due to the death of one parent, divorce, or separation many children live with just one parent. The lack of a psychological model can cause many problems in the early stages of adolescent development. These problems may be compounded by an emotional upset that a child can have as he tries to understand his loyalties to both parents in a divorced family. In addition to this a child from a one parent family may suffer from lack of care because one parent's time can only be stretched so far. He may also have to accept some family responsibilities such as watching younger brothers and sisters while the parent works. All of these may have an effect on the social adjustment of the child and his school work.

The same type of problems can develop on a temporary basis in families where the father, because he is in one of the military services or because of his job, must be away from home for long periods of time.

Solving the problem. The extent to which having only one parent will affect a child varies from child to child. Some children seem to adjust rapidly while with others it seems to compound the problems they already have. Individual counseling can help the child understand and accept the situation.

In addition to counseling the counselor may help the student by informing teachers of the student's problem and encouraging them to deal considerately with the situation. At times the counselor can become the psychological model for the child. If the situation seems to indicate a strong need for a model, the counselor may refer the family to some organization such as Scouts, Big Brothers, or the Y.M.C.A. or Y.W.C.A. where adult models can be provided. If the lack of a parent causes financial problems in the family the counselor may refer the family to an appropriate social agency for help.

There will probably be a direct relationship between the level of adjustment of the child and the strength with which the parent can handle the problems created by the one parent situation. Therefore the counselor's greatest contribution may be in helping the parent. The counselor may be able to counsel with the parent himself. If not he may refer the parent to a family service agency or some other service agency. Many churches and civic organizations now have clubs and programs for parents of one-parent families. These organizations provide aid, direction, and a social release for the parents.

CAUTIONS

When listing problems and possible solutions a person risks misinterpretation, oversimplification, not including all possible solutions and many other possibilities. The alternate to taking this risk which is to avoid discussing problems is not an acceptable alternate. Therefore a difficult task has been attempted in these few pages, and it is hoped that the readers will recognize the dangers involved in the approach taken here. Some of the more readily apparent problems are the following:

1. There is a danger of stereotyping people and offering

stereotype solutions.

2. Many school problems are symptoms. There is a danger that a counselor working with students who have school problems is only dealing with superficial symptoms of the real problem.
3. There is a danger that a counselor will try to deal with just one maladjustment and the counselee may have several overlapping maladjustments.
4. Behavior is the result of many factors and in looking for causes of school problems there is a danger of limiting the causitive factors.
5. The problems discussed here have been approached from the standpoint of what the junior high school counselor can do. Viewing the problems from this standpoint creates a danger that the counselor must try to solve all problems by himself. The counselor is a member of an educational team which includes all other pupil personnel workers, teachers, and administrators. In working with students who have problems the counselor should use the competencies of all of the other members of the educational team.
6. The counselor must avoid being thought of as a miracle worker. Often the reason parents, teachers, and students become upset with counselors is because they expect him to solve all of a student's problems in just a few minutes.

CHAPTER IX

THE JUNIOR HIGH SCHOOL GUIDANCE CALENDAR

There are certain activities such as counseling, group guidance, and providing guidance information that are continuous activities for counselors. Other activities seem appropriate only at a particular time of the year. The purpose of this calendar is to identify these activities and suggest a time for their completion. This calendar is suggested as a guide. It may not be complete or its suggested timings may not be appropriate for a particular school. However every counselor should have a tentative schedule of events prepared before the school year begins and this calendar may serve as a guide for developing that schedule.

August

1. Through radio and newspaper releases let parents and students know that you are available for consultation before the start of the school year.

2. Prepare the guidance office (both physical facilities and materials) for the opening of school.

3. Arrange for conferences with potential dropouts and their parents.

4. Orient the new seventh graders and their parents.

5. Assist transfer students in planning their schedules and becoming acquainted with the school.

6. Coordinate the updating of student cumulative records and the obtaining of these records for new and transfer students.

7. Orient new faculty members to guidance services.

8. Have a meeting of the guidance committee to plan the years guidance activities.

September

1. Arrange for the orientation of students who arrived after September 1 and coordinate the school year orientation of all students.

2. Visit each seventh grade homeroom to inform students of the function of the counselor and other office personnel.

3. Notify teachers of students who have special problems.

4. Assist students who have been incorrectly placed or who may need to be reassigned.

5. Assist in the identification of students who should be placed in special classes such as remedial reading or special education.

6. Schedule individual sessions with all transfer students.

7. Acquaint faculty members with the guidance objectives and activities for the year.

8. Continue the orientation of new teachers to guidance services.

9. In cooperation with the student council organize a "buddy system" to assist students who transfer into the school during the year.

10. Provide each teacher with a schedule of the fall testing program.

11. Conduct an in-service session for all teachers who will be involved in the fall testing program.

12. Begin group guidance at each grade level.

October

1. Administer the fall testing program.

2. Encourage all teachers to teach a unit relating their subject to the world of work.

3. Assist teachers in identifying and working with students who are not achieving to their full capacity or may have educational problems.

4. At the mid point of the first grading period identify all students who are making failing grades and see if you can be of assistance.

5. Hold bi-monthly meeting of the guidance committee.

November

1. Conduct or coordinate an in-service training session for teachers on how to use the results of the fall testing program.

2. Study the results of the testing program and determine actions (such as curricular revisions) that should be taken as a result of the data the test results provide.

3. Arrange for adequate interpretation of the test results so that parents, students, and teachers understand their implications.

December

1. Visit the schools that send seventh graders to your school. In cooperation with the principal or counselor plan the articulation of these students.

2. Confer with the parents of students who have not achieved to capacity during the first half of the school year.

3. Prepare a report on the fall testing program for the school principal. The report should include the results of the testing program, an analysis of the results, and recommendations based on the analysis.

4. Submit a proposed guidance budget for next year to the school principal.

5. Hold bi-monthly guidance committee meeting.

January

1. Evaluate guidance services for the first half of the year and plan the second half in relation to the results of your evaluation.

2. Report the results of your evaluation and your plans for the second half of the year to the other members of the faculty.

3. Continue conferences with parents of students who have not achieved to capacity during the first half of the school year.

4. Arrange to obtain any forms or registration material you may need for the articulation of the sixth grade students and ninth grade students and for the class selection of the seventh grade and eighth grade students.

5. Meet with the appropriate teachers in each grade level and help plan a unit on educational and vocational opportunities.

6. Meet with the high school principal and counselors to plan the articulation of ninth grade students to high school.

7. Provide information on summer guidance classes and institutes to any teachers who are interested in becoming counselors.

February

1. Assist the teachers who are teaching the unit on vocational and educational opportunities by providing materials, leading discussion, obtaining speakers, arranging tours and in general being

a resource person.

2. In cooperation with the principal and teachers of your school plus representatives from the elementary schools and high school(s) plan the registration procedure for all students.

3. Arrange for the high school principal, counselor and perhaps a panel of students to visit the school and discuss high school with the ninth grade students.

4. Meet with the parents of the ninth grade students on the program of studies in the high school and the articulation of their children.

5. Complete all registration procedures with the elementary schools and the high schools.

6. Meet with the parents of the sixth grade students on the program of studies of the junior high school and the articulation of their children.

7. Hold bi-monthly guidance committee meeting.

March

1. Assist the eighth grade students in planning a tentative high-school program.

2. Meet with the parents of the eighth grade students and inform them of the educational opportunities their children have.

3. Be available for conference with the eighth grade students and/or their parents who may need special assistance in making their

high school plans.

4. Co-ordinate the class registration of all students for next year.

5. Visit the parochial elementary schools in your district and arrange for the registration of those students who are completing the eighth grade and planning on entering the ninth grade of the junior high school.

April

1. Have the records of all students checked to identify those students who have never taken achievement or scholastic ability test. Administer the tests to all such students.

2. Continue to coordinate the class registration of all students for next year.

3. Prepare a guidance information card for each ninth grade student and send it to the high school.

4. Check to see if guidance information cards for sixth grade students have been sent by the elementary schools.

5. Hold bi-monthly guidance committee meeting.

May

1. Work with teachers to identify students who might profit from remedial or enrichment work in summer school.

2. Inform students and parents about summer school offerings.

3. Meet with teachers to discuss the achievement of all students and their placement for next year.

4. Confer with the failing students and their parents on the failure.

June

1. In cooperation with the guidance committee evaluate the guidance services for the year and prepare a report for the principal.

2. Review the cumulative files of students and identify those students such as the academically gifted, under-achievers, and potential dropouts who may need special attention during the coming school year.

3. Identify any materials (such as handbooks) that you may have to develop during the coming school year and start their development.

4. Update vocational and educational information files.

5. Prepare a tentative time schedule of guidance activities for the coming year.

6. Plan the Fall testing program and order any materials needed for the program.

BIBLIOGRAPHY

A. BOOKS

Bennett, M. E. *Guidance In Groups*. New York: McGraw-Hill Book Company, 1955.

Cottingham, H. F. and Hopke, W. E. *Guidance in the Junior High School*. Bloomington, Illinois: McKnight and McKnight, 1961.

Hatch, R. N. and Stefflre, *Administration of Guidance Services*. Englewood Cliffs: Prentice-Hall, 1958.

Hill, G. E. *Management and Improvement of Guidance*. New York: Appleton-Century-Crofts, 1965.

Hill, P. L. *Solving Behavior Problems*. Danville: F. A. Owen Publishing Company, 1961.

Johnson, M., Busacker, W. E., and Bowman, F. T. *Junior High School Guidance*. New York: Harper and Brothers, 1961.

Stoops, E. and Wahlquist, G. L. *Principals and Practices in Guidance*. New York: McGraw-Hill Book Company, 1958.

Warters, J. *Group Guidance Principles and Practices*. New York: McGraw-Hill Book Company, 1960.

B. PUBLICATIONS OF GOVERNMENT AGENCIES, STATE DEPARTMENTS OF EDUCATION, AND SCHOOLS

Bower, T. and O'Dell, F. *The Career Novel and Biography as a Source of Occupational Information in Junior High Schools*, The Division of Guidance and Testing, Ohio Department of Education. Columbus, 1968.

Campbell, G. C. *The Organization, Development, and Implementation of an occupational information service program in the high school*. Division of Guidance Service, Kentucky Department of Education. Frankfort, 1965.

Drews, E. M. "Career Considerations In Junior High School," *Report of the 3rd Annual Ohio Junior High Guidance Conference*, The Division of Guidance and Testing, Ohio Department of Education. Columbus, 1965.

Frericks, D. J. *Dictionary of Guidance Terms*, The Division of Guidance and Testing, Ohio Department of Education. Columbus, 1967.

Guidance Handbook for Virginia Schools, Guidance and Testing Service, Division of Special Service, Virginia State Department of Education, Richmond, 1965.

Harris, M. et. al. The Junior High School Guidance Handbook, Corvallis School District 509J, Corvallis, Oregon, June, 1967. (Mimeographed).

Ohio Guidance News and Views. January, 1967, Review of a speech by James Doverspike.

Tarrier, Randolph. Sources of Occupational Information, The Division of Guidance and Testing, Ohio Department of Education. Columbus, 1968.

Van Til, W. "Modern Education for The Changing Junior High School Years," Report of the 4th Annual Ohio Junior High Guidance Conference, The Division of Guidance and Testing, Ohio Department of Education. Columbus, 1966.

Walker, R. (ed.) "Guidance In Grades Seven, Eight, and Nine," A Report of a Study Work Conference conducted at Kent State University, The Division of Guidance and Testing, Ohio Department of Education. Columbus, 1960.

Wright, G. S. and Greer, E. S. The Junior High School A Survey of Grades 7-8-9 in Junior and Junior-Senior High Schools U. S. Department of Health, Education, and Welfare. Washington, 1963.

C. PERIODICALS

Campanale, E. A. "An Appraisal of Elementary-Junior High School Articulation in the Bloomington, Indiana Schools," National Association of Secondary School Principals Bulletin, (February, 1962), p. 422.

Caplan, S. "The Effect of Multiple Counseling on Junior High-School Boys' Concepts of Themselves in School," National Association of Secondary School Principals Bulletin, (February, 1962), p. 330.

Conant, James B., "The Junior High School Years," Saturday Review, (October 15, 1960), p. 81.

Cottle, W. C. "The Evaluation of Guidance Services," The Review of Educational Research, (April, 1957), p. 229.

Edwards, M. "Guiding the Junior High School Student," School and Community, (May, 1959), p. 13.

Fitzwater, I. W. "The Jump From Sixth to Seventh," National Education Association Journal, (December, 1959), p. 36.

Herman, J. J. "Administering Total Guidance," Educational Executives Overview, (June, 1963), p.33.

Kormoroff, J. "A Parent Looks At Schools," Grade Teacher, (May, 1955), p.90.

Montgomery, R. A. "An Evaluation of an Experimental Course in Group Guidance in the Junior High School," National Association of Secondary School Principals Bulletin, (February, 1962), p. 326.

Peters, H. J. and Farwell, G. F. "Orientation the Land of Ohs and Ahs!!!," School Activities, (September, 1954), p. 336.

Rothney, J. W. M. "An Examination of a Method For Evaluating Counselors," The Personnel and Guidance Journal, (May, 1957), p. 584.

Schwartz, P. "Articulation Between the Elementary and the Junior High School," National Association of Secondary School Principals Bulletin, (September, 1956), p. 31.